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ABSTRACT

These papers on reading research in the socialist countries were delivered at a conference held in Budapest, Hungary, in October of 1974. Included are the text of the introductory address and papers on the following topics: (1) the library and society; (2) the library as it relates to students, teachers, and engineers; (3) the role and effectiveness of the library; (4) the reading of non-fiction; and (5) the reading and reception of literature. (EMH)

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Centre for Library Science and Methodology

READING RESEARCH IN THE SOCIALIST COUNTRIES

Abridged papers and minutes of a conference

Budapest, 15-18. October 1974.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The researchers of reading, working at the research institutes of librarianship in socialist countries, met in Budapest between October 15-18, 1974. The conference was organized by the Centre for Library Science and Methodology at the National Széchényi Library. Researchers from 8 countries presented the results of their empirical - sociological, psychological and pedagogical - research in five subject areas:

1. Library and society
2. Library and social strata
3. The effect of the Library
4. The reading of educational literature
5. The reading and reception of fiction

22 papers submitted in advance were orally supplemented and discussed at the conference.

7

PARTICIPANTS OF THE CONFERENCE

ADAMIECZ, WITOLD	/Warsaw/
ANKUDOWICZ, JANUSZ	/Warsaw/
TSATSRAL, ORSHOGIIN	/Ulan Bator/
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OPENING ADDRESS

ZIRCZ, Péter /Representative of the Ministry of Culture in Budapest/

It was Mihály Vörösmarty, the great Hungarian poet, a contemporary of Sándor Petőfi, who put the question like this: "Can Books make the World step forward?" The answer he gave some 130 years ago was of course in the affirmative, but, owing to the social inequalities, he could not hope for a general consummation. In our time, thanks to the socialist revolution, the social transformation, and the realization of the cultural revolution, culture - along with its main offspring, book printing - became public property. Seeing that reading has become a mass phenomenon, it deserves a scientific investigation. As it is known, the rapid growth of the mass media has not shattered the "Gutenberg Galaxy"; it is just the use of leisure time that became more richly varied.

Scientific activity in this field must first of all be extended to an investigation of the social laws of reading, and of the readers' behaviour and reading habits. In Hungary that kind of work began comparatively late; none the less, the little team in charge of the research boasts with good achievements by now.

I consider it as a most important fact that our achievements concerning the research of the reading of the working classes did not remain dead material: they have been realized in general measures, too. Conclusions drawn from the facts gained through reading researches have been taken into account by the Central Committee of the Hungarian Socialist Workers' Party, as it is shown by the text of the Party's resolution on general education, published in summer, 1974.

Escarpit has also acknowledged the outstanding achievements of reading research experts working in the socialist countries. A hard-won prestige, however, involves obligations, too. From a Marxist's point of view, research and its product cannot be contrasted to adaptability. To bring an example: so far, we succeeded in drawing a map of the surface of reading, but we have not yet completed our geological map. We know the amount and the kind of various people's readings, but we know much less about the individual reader's reading efficiency, and about all the "Why" questions in general. We must admit, at the same time, that, in spite of all the achievements of reading on a mass scale, there have remained some problems in popularizing reading. At the time of a supervision of Hungarian schools, carried out by the Hungarian Socialist Workers' Party, some of the participants emphasized the problem, that teachers alone apparently are not able to carry out the whole work of popularizing reading. That was why the question of school-libraries gained prominence, and that is why we took up the idea of summer reading-camps for the young.

As for the grown-ups, we have put an end to illiteracy, but there are still lots of people who know no more than the very foundations of reading and writing. Working out efficient methods for spreading and popularizing reading is another task for researchers. Investigating reading is in fact nothing else than investigating a section of reality itself.

Besides research interests, we must satisfy expectations in cultural policy, too. Our research teams also perform a role not negligible in cadre-training. The originally little team has by now grown into a biggish research organization. Discussion of research methods and achievements is of utmost importance; our conference here will perhaps offer new opportunities in this field. Another topic of common interest is the investigation of connections between the efficiency and the expenses of research work. Obviously, the more widespread a research volumen is, the more expensive it must be. Expectations are increasing and this in itself proves that reading research has grown up; therefore it must face all the consequences arising from it. A general mistake of ours is that not enough effort is taken for a sufficient popularization of our achievements. The members of the conference are expected to submit proposals in this respect. We are expecting proposals for a comprehensive organization of the international cooperation, too. A cooperation of that kind would be of unique significance within the ever widening cultural relations of the socialist countries.

KOŁODZIEJSKA, Jadwiga

THE ROLE OF PUBLIC LIBRARIES IN THE POPULARIZATION OF READING

An attempt to define the role of public libraries as regards the popularization of reading can only be a formal process, and that for several reasons:

1. Reading is a social process and as such is subjected to a number of historical and contemporary conditionings.
2. The foundations for reading are being laid mainly at home and at school outside the library institutions.
3. A variety of libraries /school, university, specialized/ as well as public libraries educate the people through contact with printed texts.
4. Reading may be realized not only in libraries but also through bookshops distribution of reading matter, subscription and by borrowing books from acquaintances.

Outside these factors - which curtail possibilities to make public libraries exclusively responsible for the popularization of reading - there are also other factors dependent on the library itself. To these direct, complex factors, which promote the development of reading, the following are related:

- the organizational shape of the network of public libraries,
- their cooperation with other libraries as well as cultural or educational institutions,
- the structure of book collection and the principles of book publishing,
- the forms of the popularization of books, the professional qualifications of libraries, etc.

The organizational aspects in the activity of public libraries are deeply connected with the historical, political, economic and cultural circumstances of various countries. If we declare that public libraries help eliminate illiteracy, we are aware of the fact that their activity can be effective only in certain political, social and cultural conditions. Within public libraries the principle of free access to the bookshelves is widespread throughout most of the country. Hence free access should be ensured to all the book collections of libraries, enabling all the citizens to develop their individual interests in reading. Thus, it seems to us that librarians should concentrate especially on those social circumstances which exert a decisive influence on the scope of the social functions of books and which should also exert its influence on the general and special principles of libraries. The difficulties in the popularization of reading in public libraries are closely connected with the lack of homogeneity of characters of libraries. When we speak about school libraries or specialized professional ones, we have in mind institutions which, to a smaller or greater extent, serve certain specific communities, made up of school youth or specialists. The definition public libraries em-

braces in our times such rural libraries as well which serve only several hundred readers. At the same time it embraces also the New York Public Library, one of the largest in the world, which has 4,5 million volumes and 25,000 current periodical titles, and serves the whole academic world.

A differentiation of the social range of influence exerted by public libraries is the main feature which sets them apart from other libraries, the principle of universalism in giving access to their collections, though the connections between public libraries and phenomena occurring in science and technology are being thrown into relief more and more and much points to the fact that they will gain momentum. In countries like the United States, Great Britain and the Soviet Union libraries are more and more connected with the national library and information system, too - especially the system of scientific and technical information - as well as the collection of technical literature and rendering services for industrial and trade institutes and the specialists of various branches of science. The public library as a bridge between the world of technics and the humanities is adopting more and more distinct organizational forms in our times, though the process of these transformations often causes conflicts and is not clear and obvious to every library. The more so, since, in addition to the necessity to develop services for scientific and technical groups, the public libraries are more and more often included in organizational forms, the purpose of which is the development of mass culture. The growth of the role of the state in the development of culture and the planning of science is just like in the general educational and cultural programme. General educational activities and cultural activities are created by the governments of various countries.

The dynamic development of public libraries and reading in the second half of the 19th century were accompanied by intensive demographic, industrial and educational development. According to D. Riesman's opinion, development was most outstanding in the United States where the development of trade, transportation and services became predominant. It created conditions for the development of a consumer society and contributed to the initial demographic decrease. The development in the field of the productive and technical possibilities of the printed word was so large-scale that a surfeit of the printed word was beginning to be felt - this, of course, refers to children's environment in the first place - as well as a surfeit of mass media. These observations are in accordance with the results of polls conducted among readers. The polls conducted in the United States and Great Britain revealed a decrease in the traditional interest in books, moreover a considerable percentage of people did not read at all.

According to the reading survey in Italy, 1962, 40 per cent of adults either never used to read or had stopped reading.

According to the results of the survey in Hungary, 1964, 39,4 percent of a total of 2,777 people did not read.

In Slowakia, 1970, 21,2 percent of the sampled people did not read.+

The French Institute for Public Opinion Polls found in 1967 that 53 percent of 6,865 people did not use any literature at all.

+ Clovek a kniha. Bratislava 1972. S. 19.

The situation is the same in Holland as well, where 40 percents of the respondents in 1960 admitted that they did not like to read.+

In Poland, the Central Statistical Office conducted a survey of this kind in 1972 which concentrated on the extent to which the population consumed cultural goods. The number of people in the sample was 25,539 the lower age level being 15. According to the information revealed by the data 39,5 percent of all the respondents did not read a single book in 1972 while only 6,8 percent did not view television.++ Poland is still far from satisfying the needs regarding books, newspapers and periodicals. Other social reasons, characteristic of socialist countries, exist besides which try to resolve the problem of mass reading, especially in the countryside where as many as 56,7 percent of adults of various trades did not read a single book. At the same time, this proportion was 26,4 percent in towns. All these factors point to the fact that educational level of rural population is lower than that of urban population, the organization of work is still far below the present level. It is at the expense of free time, of course, in the countryside. Those people who work in the industry work even in the fields in addition to travel and work at their working places. These reasons above all exert an influence on the popularization of reading culture among rural population.

In our opinion the perspectives for the development of general education are the following: more opportunities must be provided in villages and towns for reading the level of which must be raised.

On October 13, 1973, the Seym /Parliament/ of the Polish People's Republic adopted a resolution concerning the national educational system: Universal secondary school education in a general 10-year secondary school must be provided for every citizen. Besides, the programmes of institutions of higher education must be changed as well as the possibilities of higher education must be broadened. Much attention must be devoted to centers of permanent education as well as those institutions which promote a variety of forms of individual self-education. Also the public libraries belong to the latter. Our decision to treat public libraries as an integral part of the entire educational system within the country is fully justified since they exert their influence on two thirds of the citizens who in their responses stressed their contacts with books. This means that mainly in big-city centres only few readers satisfy their reading requirements by buying books or acquiring them from other sources.

Children and youth constitute a very large percentage of readers in libraries. Their interest in reading and activity come to an end after graduation from school, they become estranged from books. The development of the school network creates undoubtedly fertile ground for the development of reading, but does not bring it about automatically. R. Escarpit confirmed that the lost of active contact with books among adults takes place at school or even earlier in the family. "The problem of reading habits is being solved", writes the author of The Revolution of the Book "actually already in

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+ R. Escarpit: Reading habits and book hunger. Courier Unesco 1972. January.

++ W. Lagodzinski: Uczestnictwo w kulturze. Wiadomosci statystyczne 1974. nr. 1.

the nursery school." As was stressed time and again, the child who comes across the book for the first time when starting school, usually connects the habit of reading books with the school. If the child has trouble with learning or it does not satisfy him, this may discourage the child to learn and he stops regular reading as soon as he leaves school. Thus, it is extremely important that the book should reach the child before school age and form an integral part of its everyday occupations and games.+

Escarpit's observation is correct, nevertheless it seems that a radical division line is drawn between spontaneous reading /poetry or other/ and what is obligatory in school. This is felt especially by those children who have already been accustomed to books at home. The habit of buying books for small children has become more widespread especially in villages only since the existence of People's Poland. Nevertheless, the institution, which teaches the majority of children and maintains the relation between them and reading and stimulates various kinds of interest in them is the school. Institutionalized reading at school is of obligatory nature it is the most necessary didactic process. But there alwys exists the danger that children will not be interested in reading poetry. These processes must be reflected in the work of libraries.

Children and young people account for almost half of the reading clientele in public libraries. In some countries this percentage is even higher, e.g. in the United States. According to the survey conducted by L.A. Martin in Chicago, 1962, 62 percent of all the registered readers were under 20. Almost half of the young people /49,3 percent/ were secondary school pupils and students of higher schools.++ A part of the child readers in the Chicago Public Library also told that 550 primary schools in this city had no organized school libraries. In this situation the public libraries have to perform these functions until the time the school libraries have reached an appropriate, organized level.

According to 1971 statistical data in Poland youth constituted 52,7 percent of the total number of the readers in the public library networks.+++ In cities such as Warsaw, Lódz, Cracow, Szczecin and Lublin the structure of library readers is similar. Young people, mainly university and high school students, prompted by the organization of their own schools, sessions examinations, holidays, determine the rhythm of the work performed by public libraries. Hence one of the fundamental dilemmas in the organization of contemporary libraries is to maintain the balance between the needs of those who are studying and the requirements of the urban population in general. Ignoring the fact of the insufficient equipment of school libraries and their poor supply with books, children and young people go to public libraries according to their interests. The surveys revealed that obligatory school reading matter and the material the children read was not the same. The development of the imagination, sensitivity, dreams of adventures are satisfied

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+ R. Escarpit: op.cit.

++ L.A. Martin: Library response to urban change. A study of the Chicago Public Library. Chicago, 1969.

+++ Biblioteki publiczne w biczbacj w 1971 r. Warszawa 1972.

mainly by spontaneous reading through the public libraries. The function of school libraries must be considered in this context: Is the school library obliged to perform this task as well as to provide opportunities for spontaneous reading?

At present the second function is being performed by public libraries. Therefore they may be treated as institutions which carry out permanent education in a variety of forms, which effaces the division line between school and extra-curricular studies. Thus, everybody may add to his knowledge and refresh it at every stage of his life. Accordingly, those guiding principles must be drawn up on the basis of which the mutual relations between mainly school and public libraries may be established.

Workers account for 10,9 percent of the reading clientele in public libraries. The situation is not much better in this respect in other countries. Reading habits among workers in Great Britain are also rather limited, despite the fact that in this country librarianship and workers' movement go back to the remote past. According to surveys, conducted by B. Luckham, skilled workers accounted for 16 percent of the total number of readers of public libraries.+ Surveys conducted among boys attending a vocational school in Great Britain revealed that in many workers' families reading was still treated as a loss of time and not a real necessity of life.++ That is why pupils, above all boys, rarely visit bookshops though booksellers organize even exhibitions and visit schools as well. It results from these and many other facts that the popularization of reading is very significant in every context. It is similarly significant to fulfill the conditions of accessibility in secondary and high education.

In addition to education, an extremely important factor which promotes reading is the modern organization of work, which brings in its wake the development of professional management, the necessity to raise qualifications as well as the reduction of the simplest forms of physical works. Professional skill can be increased only where the modernization of industry is not a mere slogan but reality. A. Gladysz wrote: "Technical, economic and social reality in many production enterprises still is far from the ideal or for the time being far from fulfilling these aspirations..."+++ It follows from the foregoing that the activity of the public libraries must be made effective. It must be effective so that work of libraries should be connected with broader social motivations that will promote the cultural activation of individuals and entire groups. Criteria of professional promotion must play the role of primary stimulation in this process. They will give preference to efforts to raise certain qualifications, the undertaking of further studies and a raising of the general cultural level.

+ B. Luckham: The Library in Society. London 1971. p. 26.

++ P.H. Mann - J. Burgoyne: Books and reading. London, 1969. p. 76.

+++ A. Gladysz: Robotniczy a ksiazki. Katowice 1972. p. 76.

The results of surveys conducted in various fields are the following: different language courses - also because of the increase of possibilities to travel abroad - are very popular, e.g. learning Russian and English.

In other words public libraries will achieve positive results in the popularization of reading only if reading will constitute a socially functional value for individuals and groups. Namely, reading considerably differs from the reception of contents. As A. Kloskowska states, reading signifies conscious participation in culture of all those to whom cultural activity has become an absolute need.[+] The broader the social scope of such participation, the closer the implementation of the model of socialist culture, destined for the thinking, reflective individual, the possession of general and professional knowledge, sincerity, complete mastery of the mother tongue as well as the knowledge of important foreign languages. He is aware of the place of his country and the appropriate ways of its development, aware of the history and culture of his country.

The mass media, television, radio and film, are most significant for the dissemination of science and raising the educational level of the broad masses of the population. Many successful attempts to utilize television and radio to arouse various interests have been made. But this does not mean that television and radio can replace books and become the main culture-creating element. "It should be borne in mind that books contain words which, in certain conditions of poetic creativity, are also images. Thus, between the image conjured up by a book and the image one sees on the screen there is no basic difference, and actually only one, but a very essential one, because the image on the screen does not leave any freedom to the imagination - it is what it is."[++] Several important surveys testify to the fact that readers are the exclusive consumers of the radio and television culture because radio and television treat different social, local, professional problems and their critical influence is greater.[+++] This is a statement extremely important for libraries. One of the conditions for the popularization of reading among the population is the expansion of the library networks.

If we are to characterize libraries according to the roles they played in the popularization in reading and the results they achieved, this is primarily dependent on the spatial extension of a wide library network. On this aspect surveys were conducted among others in the United States, Great Britain, Italy and Poland, too. In the Polish countryside those who live farther away than 3 km from a library simply do not visit it. The majority of readers live within a radius of 1 km.[++++] It follows from this that the library network must be expanded with a view to make it advantageous for every reader. This was realized well by Soviet librarians who set up smaller libraries even in the smallest settlements in the twenties. Some librarians are inclined to assume that the growth of the number of readers is primarily dependent on the spatial extension of the library network. Naturally this is only one of the many reasons. It does not seem us less important that librarians should pay

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+ A. Kloskowska: Powszechnosc i piekno. "Kultura" 1969. nr. 8.

++ A. Moravia: The Image and the World. Courier UNESCO 1972. January

+++ B. Luckham: op. cit.

++++ J. May - J. Wolosz: Charakterystyka obslugi bibliotecznej gromedy. Warszawa 1966.

more attention to the lending and the u Actually, the principles of lending books have not changed for years. The oldest and most universal form is lending out books to be taken home or reading them in the reading room. In both cases the reader is compelled to go to the library for the book. In rural communities or the outskirts of cities this problem is more grave due to the distance to be covered.

For lack of the appropriate resources the public libraries are unable to satisfy increased requirements. More contacts ought to be established with other types of libraries. The up-to-date transformation of the internal organization of the library should increase the possibilities the popularization of books within the library to a great extent. Work must be organized better, such library procedures like classification, cataloguing and lending must be accelerated in order to allow more time to care for the reader, to give information quickly and accurately and, last but not least, for the self-education of the librarian himself. Research is very important in public libraries for the results, yielded by it, are comparable with the experiences gained in the course of research in foreign libraries.

The improvement of library services depends on the qualification of librarians. The professional training of librarians is still a problem to be solved, therefore library and research centres should contribute to its solution. All the efforts for the organizational consolidation of public libraries should be aimed at the popularization of reading, at the creation of conditions in which the socially universal aspect and intensity in reading would be the criterion for the level of socialist culture in our country.

ADDITIONAL STATEMENT

Those who know my paper will perhaps consider me a pessimist in valueing the present state of libraries. My pessimism, however, is of course not wholly genuine. Every library has gone through a slow evolutional process in history. When emphasis on the significance of education became more apparent, the social role of libraries also changed. Today fifty percents of the book-reading public are young people. This being the case in public libraries, one may assume that school libraries do not work properly. It follows that spontaneous interests of our children must be satisfied in public libraries. In small towns and villages their tasks are increased even by supplying materials that are needed for the course of school education (compulsory and home readings).

Adult people visit public libraries to a lesser extent. My colleagues will give the reasons for it; my intention was to say some words about organizational questions in my paper.

Public libraries undertake several pedagogical duties, too. For the time being, they are but unable to cope with so many tasks. The best solution would be, first of all, an intensive development of the school library system; there a most favourable opportunity offers itself for establishing an immediate and organized relation with the children and the youth, the book-reading public of the Future.

Lately an ever increasing number of young people asked for the help of the informative services of the public and reference libraries: it is apparent that libraries must adjust themselves to the changed demands.

WALIGORA, Johanna

ADULT USERS OF THE SERVICES OF PUBLIC LIBRARIES IN THE GERMAN DEMOCRATIC REPUBLIC

INFORMATION ON THE INQUIRY

The results reviewed here are based on a research study that was carried out by the Zentralinstitut für Bibliothekswesen, in 1970. The aim of the inquiry was a qualitative analysis of the demands directed to public libraries. The inquiry did not aim at finding out the potential demand for library services in the population as a whole. We wanted to know, however, what section of the society in the present period of development went to the libraries with their demands and at what kinds of literature and services these demands were directed.

The data of the study were collected by means of the general recording of library use in nine medium-sized libraries during one calendar week: main libraries of district towns of different size /about 5-50,000 inhabitants/ showing far-reaching similarities with regard to the composition of the collections and the services rendered. The towns were identified by means of a controlled random sample. Any user who visited the library during the period of the inquiry was given a questionnaire the moment he left the library. The questions related to the borrowed literature, the purpose of borrowing, the services made use of. All the libraries under survey had open access shelves and only small closed collections, if at all. Moreover, there were no reading rooms in the libraries in question, yet they had to offer other recreation and work facilities within the open access area.

RESULTS

a/ During the period of the investigation there were 1,86 library activities per user in the premises of the libraries /this figure does not include the activities "book return" and "book charging"/. This average varies largely among the different user groups. Most activities were carried out by pupils /2,11 activities per head/, apprentices /2,08 per head/, professionals /1,99 per head/ and students /1,92 per head/. The lowest values were scored for non-working groups /pensioners 1,51 per head/, housewives /1,65 per head/. The different modes of behaviour became clear even through these quantitative results.

Now we shall consider a group of activities that we shall describe as "active library use". Such activities imply more familiar relations to literature and libraries and simultaneously tend to an extensive use of the services rendered by the library. These groups include the following activities:

/I have/
- used the catalogues
- placed an order for interlibrary loan,
- made inquiries about new library materials,
- asked for information,
- used the reference collection,
- reviewed periodicals,
- read over an article,
- reviewed books,
- worked with the literature in the library for a time.

These items record a total of 0,77 activities per head. What about the proportion of other user groups?

"Active library use" and user groups by occupation are the following:

workers/clerks	0,74	activities per person
professionals	1,00	- " -
students	0,90	- " -
apprentices	0,91	- " -
pupils	1,06	- " -
housewives	0,41	- " -
pensioners	0,34	- " -

The highest level of activity is shown by individuals engaged in education and by members of the intelligentsia. It is not necessary to list the figures by age-groups to prove that "active library use" decreases with age. The classification by educational levels yields similar results:

finished	8th grade	0,48	activities per person
- " -	10th - " -	1,98	- " -
- " -	12th - " -	0,95	- " -

The extraordinarily high proportion of secondary school students from the lower grades /ten grades/ shows that many users still go to school. The respondents had been instructed to mark the educational level they strive to reach and will certainly reach. Both the keen interest in literature and the higher amount of leisure time might play a role here. Moreover "active library use" is important for the classification of users by adult education activities outside their jobs:

correspondence students	0,96	activities per person
evening school students	0,90	- " -
continued professional training	0,89	- " -

Obviously there is heavy "active library use" in all the groups engaged in educational activities. The correspondence students are supposed to be skilled workers, i.e. the members of the working class.

b/ Catalogues. Every library with a full-time librarian is obliged to keep card catalogues /alphabetical, systematical and titles/. The present inquiry did not examine w h a t catalogue had been used but i f catalogues as a means of orientation had been used at all. Altogether a total of 9,9 percent of the sample indicated catalogue use. It is characteristic what users marked this item.

Catalogues were used mostly by

	Percentage
students	19,5
apprentices	14,6
14-15 years old	15,3
18-25 years old	13,7
12th grade	15,2
correspondence students	13,7

Catalogues were used less by

	Percentage
over 65 years	1,8
55-60 years old	2,3
60-65 years old	2,8

These results correlate to the similarly low values of housewives and pensioners.

Catalogues are used preferably by young people and those who are engaged in education while non-working groups and older people are less active. We have to consider the following explanations of this fact:

- an educational situation or the cultivation of special interests requires a complete record of the collections. The open access shelves which are never complete do not meet the demands of a purposeful selection of materials.
- young people had been acquainted with catalogues through systematic introductions to library use. Moreover, it might be expected that young people rather take pleasure in searching by themselves and self-orientation.
- it ought to be asked whether other means of information on the collection than stationary card catalogues could better meet the demands of user groups which do not look for the literature deliberately.

The following conclusions for practical librarianship ought to be taken into consideration:

- what means of information on the collections are necessary to meet different user needs?
- what measures could be taken to introduce users better to catalogue use?
- how could these groups of the population, which need a complete record of the library collections, be won as library users?

c/ Consultation and reference service in the library. In this field there are totally different relations among the different user groups than in catalogue use.

The two items

- I consulted a librarian in selecting literature, and
- I used the reference service

were included in the questionnaire in different forms because they refer to two different kinds of services.

A total of

27,1 percent of the users consulted a librarian, and
11,8 percent of the users the reference service.

The number of users having a conversation with the librarian for consultation is thus much higher than the number of users marking the item "reference".

Now we shall combine both values to identify the total volume of personal services:

The librarian was most often consulted by the following:

	Percentage
evening school students	50,4
correspondence students	47,8
60-65 years old	47,6
above 65 years	44,3
less than monthly	49,1
use library only if required	46,1

The librarian was consulted less by the following

	Percentage
pupils	35,2
14-15 years old	35,4
use library fortnightly	35,2
living within a distance of 5-15 min.	35,7

It is easy to explain why individuals who visit the library seldom and only if required consult the librarian more frequently than individuals who live nearby and come more frequently. The latter do not always need the librarian's guidance. It can be seen, however, that those users are at the top of the column who are engaged in education outside their jobs.

What about the relation between "consultation" and "reference" in the individual user groups? The figures of the following scale indicate the percentage of "reference" in the category of "consultation":

Maximum values	Percentage
continued professional training	102,5
correspondence students	63,5
evening school students	57,5
18-25 years old	80,5
15-18 years old	60,5
professionals	77,5
students	58,8
pupils	57,6
apprentices	56,0

By far the lowest figures are represented by the non-working groups and users with primary qualification /8th grade/. "Consultation" is exceeded by "reference" in only one case: this is the group of individuals engaged in continued professional education. Older people and non-working groups make more use of consultation than reference service. Distribution by age which is not fully listed here indicates an increase of "consultation" with age and from the age of 25 onwards a continuous decrease of "reference". The results show that a l l the users need the librarian in the circulation service in the sense of extensive communication. Though the differentiation of user demands the activity of the librarian becomes manifold and there are more opportunities for communication.

d/ Among the services used also the interlibrary loan service must be mentioned because it represents a request which cannot be met by the local library itself. However, interlibrary loan orders are accepted only if socially important requests are in question. Within the activities, carried out in the library during the sampling period, "interlibrary loan orders" were placed by only 0,8 percent of the users. For the accurate evaluation of this figure we have to refer to another complex of the inquiry. It related to the total use of the interlibrary loan service irrespective of the orders placed by individuals belonging to the sample. The question, if interlibrary loan service was used, was answered in the affirmative by 8,8 percent of the users. In both complexes the following groups are remarkable: the group of working people, among them the intelligence stressed groups; students and people visiting the library only if required. Interlibrary loan therefore ought to be regarded as an important service because it represents one of the boundaries between the public library network and the whole library system. The groups that make use of it have to cover long distances and visit the library seldom or only if required.

SUMMARY

The present study improves our knowledge of the present state of efficiency of library service, the specific characteristics of individual services and the features of different user groups. It is possible for us to prove that readers are not the same and purposeful library service requires the knowledge of the specialities of individual groups.

The results of the analysis of the total use of services distinguish positively between young people and occupation stressed resp. education stressed groups. The results give evidence of the effects of the unified socialist educational system. This provides users still going to school with a larger amount of leisure time. Individuals engaged in continued professional education are for the most part members of the working class and the professionals are already part of the socialist intelligentsia. On the other hand, older people grown up in the capitalist society had not been allowed to acquire much knowledge, this fact also affects their library use. Some demands arise objectively from education and both material and intellectual production which users show only in the relevant periods of life. All users, however, have the right to make use of the necessary services.

In this study only some of the services of the library were analysed, but even these services indicate certain tendencies of development. The importance of library use is growing. The results indicate that the ideological and scientific efficiency of the library is much higher than indicated by circulation figures. Users come to the library not only to look for materials but also to read, to study and to communicate there. The library is developing from a mere "book-change centre" into a real community centre. Each service belongs to the system of the extensive supply of literature, methods and activities for the propagation of information and knowledge. The library meets not only partial needs but the full, objective needs of the socialist personality.

ADDITIONAL STATEMENT

Part of our work is to give an evidence that each patron has his or her unique attitude towards the library. Thanks to the longer leisure time and the higher educational standards, the number of young book-readers has been increased in the GDR, too. It is not only the number of those newly entered which has been increased, but the group of those demanding various services as well. Young people are apt to spend a longer time in the library, consequently they demand more differentiated and more modern library services.

We must help them to keep their book-reading habits in the future and therefore we must investigate their specific reading habits. We must carry out a planned development of the holdings of our libraries, adopting them to the needs of the growing new generation.

VANCURA, Dalibor

THE EDUCATIONAL EFFECT OF LIBRARIES IN THE FIELD OF WORK WITH PROFESSIONAL LITERATURE

If we are to reflect upon the task of libraries within the systems of institutions engaged in adult education /the research tasks carried out so far dealt with persons over 15 years of age only/, we are compelled, at the very start, to pose the question, what a library, its place and role in society are in fact. At first sight this may seem redundant. In the minds of most people the library is a cultural institution the main task of which is to lend them books for reading or study, this function being at the most limited by certain regulations that hinder the reader in getting the book of his choice. The roots of this opinion ought te be sought in the 19th century, when it was fundamentally a progressive point of view corresponding to the situation of that age at least as far as society and later public libraries were concerned. The reader at that time went to the library to get a book and take it home, nothing more. This image still lingers on not only in the minds of many readers but unfortunately, of some librarians as well, although it has long since been outdated by the needs of registered and potential readers and the rapid growth of social needs both in this country and throughout the world. The assumption that the only role of a library is solely to lend books is no longer acceptable.

But let us return to the original question, If we ask what a library is, and what its role and meaning are, we must necessarily conclude that its basic and inherent quality is its social influence, without which a library would not be a library but rather an institution existing for its own sake, and for which we could hardly find either place or justification within the framework of modern society.

The establishment of direct social relevance is thus the basic common feature of all libraries. This holds true of those libraries where, in th past, this function was not emphasized but, on the contrary, even denied. This function comes even more significantly to the fore in the case of research libraries open to the public and libraries of cultural and educational nature where cooperation with the reader has had a longlasting tradition and has achieved much of value.

Along with the evolution of the place and the function of the library in society and the attitude towards it, the theory of librarianship also underwent a change. The other functions of libraries, such as their social role, their share in the development of science, in broadening and promoting of education in the democratization of culture and in forming the public opinion came ever more strikingly to the fore.

O.S. Chubarjan+ relates the origines of modern librarianship with Lenin, who consistently looked upon librarianship as a social phenomen in connection with the overall social development and the economic and cultural conditions of society.

From Lenin's principles it is also possible to derive important methodological conclusions stating that the evolution of librarianship is subject to general laws of social development and cultural progress. In this connection, the social tasks of librarianship have formed the basis of the modern theory of librarianship. In this way librarianship, its methodological basis, problems, nature and research methods are contingent upon society. "Librarianship is thus a branch of the social sciences, making use of similar research methods. It studies rules, the structure and nature of library procedures as a form of mass communication. It is not a formal but a social problem closely connected with the whole process of social development and demands a deeply scientific approach."

If we recognize the theory of librarianship as part of the field of the social sciences and acknowledge the social function of libraries, one of the foremost tasks falling to libraries will of necessity be the implementation of cultural and educational tasks, be it purposeful and firm of purpose or spontaneous. Considerable attention is paid to this function in socialist countries, above all; the implementation of Lenin's principles has become the leading policy in building library systems and advancing the activities of libraries of all types and special fields. In the CSSR, for instance - as well as in other socialist countries - the principles are incorporated in the Library Act /Act No. 53/ 1959, The Unified System of Libraries /Library Act of July 9. 1959./

In a period when the ongoing scientific and technical revolution is making unprecedented demands on cultural education, when the need or the development of various forms of refresher courses to extend and deepen qualifications is growing, when the information explosion paralyzes a person's ability to absorb new knowledge, it is necessary - as a counterweight to this pressure - to emphasize emotional, moral and asthetic spheres of education in order to maintain the comprehensive influence and developmental unity of personality and to avoid distortions which would arise from a one-sided specialization in the educational process.

The significance of the human factor for the successful progress of the scientific and technical revolution is also emphasized in the important study by a group of authors headed by Radovan Richta, Civilization at the Crossroads /Richta, Radovan a kol.: Civilizace narozcesti. Praha, Svoboda, 1969. 413.p./ Let us quote here from this book: "At a certain level of growth it becomes obvious that the development of man, the growth of his faculties and his creative abilities becomes the most effective method of generating the productive forces of society and individual human life..." /page 44./ This thought is then elucidated in detail. "If we understand the concept of culture, according to Kant's maxim of long ago, as the cultivation of human abilities and forces, then the scientific and technical revolution might be identified in this sense with the greatest cultural revolution in history because it shifts culture from the margins of life directly into its centre. And it is

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+ Chubarjan, O.S.: The Science of librarianship within the system of sciences. The material for the 36th session of IFLA /Commission for theory and research/. Moscow 1970.

exactly at this level of the scientific and technical revolution, that is at the higher level of the cultivation of the creative forces and talent of the working people of which only a tiny part has been made use of so far that the only real opportunity of surpassing capitalism is hidden." /page 176./ Also the Soviet author G.N.Volkov in his stimulating book entitled The Sociology of Science /Volkov, N.G.: Sociológia vedy/ Sociologické úvahy o vedecko technickej činnosti/. Bratislava, Pravda, 1971. 375 p./ arrives at a similar conclusion. "The theoretical maxim of Karl Marx, which states that man is the "basic capital" of society, the basic pillar of production and wealth, is, under present conditions, making itself felt as an exact economic tendency both within a given society and in relations between countries. To many it may now seem quite obvious that in economic competition the system to win will be the one which will not only ensure greater production but also create better conditions - both material and spiritual - for the development of personality. The factor of scientific education is no longer a simple economic factor, but is tending to become one of the most decisive economic or rather "posteconomic"factors." /page 334./

From all that has been said - and without much difficulty, much more evidence could be provided - it follows that the present stage of the scientific and technical revolution places great demands on education and through this on libraries as well. It is also indispensably necessary to create conditions facilitating the overall development of man's personality. This task is very exciting exactly because of its complex nature and because it requires a different approach to a number of pedagogical problems, it reveals new points of view and compels us to abandon traditional forms of work and thinking that have become rigid through long and oft-repeated stereotype practice.

Within the system of means aimed at adult education /in carrying out the research we have confined ourselves to readers over 15 years of age/, the book is of exceptional importance. It can discharge its function to a higher degree than we sometimes realize because it may affect both our reason and our feelings. It may also serve as an important instrument of our rational mastery of the world; it is a culmination of the practical experience of whole generations and at the same time it shapes man and helps create his personality. This is true of both imaginative and professional literature even though in each of them a different component will prevail. If we confine ourselves here to professional literature it does not mean that we underestimate the importance of imaginative literature. It is impossible, however, to deal with the whole range of problems in one paper nor would it be desirable at all.

When speaking of the educational influence of libraries on the reader, professional /i.e. non-fiction/ literature has played an important role, particularly in the sphere of shaping world views and in acquiring and utilizing new knowledge necessary both in the professional and leisure activities of man. The research into the social function of libraries, which we carried out in recent years, has provided interesting data that were published in the books "How people read in villages and Libraries" and "Readers in Towns", which are still available. /Vančura, Dalibor-Matějková, Věra - Velinsky, Mirko: Jak se čte na vesnici. Praha, Orbis 1969, 338 p. Vančura, Dalibor - Velinsky, Mirko: Knihovny a čtenáři ve městech, Praha, SPN 1973, 126 p./

Therefore I shall only briefly mention some partial conclusions

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following from the research carried out so far. In its first stage, devoted to problems of village libraries, it appeared that non-fiction read by villagers /one third of those questioned/ was predominantly of practical nature and more than half of it concerned their main field of interest, such as minor repairs and housekeeping. Among those who read non-fiction for professional purposes, agricultural literature came first, followed by technical, social-political and natural science literature.

The readers' main source of information on professional literature and the most effective form of its promotion is personal recommendation. In this respect the library manages to keep informed only a small part of the whole population, mostly its readers. The readers who borrowed books from libraries were predominantly those who needed them for professional purposes. This suggests that libraries are more capable of satisfying the concrete wishes of readers than of providing information on scientific literature. This brought about the need to develop bibliographical and information services. The decisive task, however, is building stocks and extending acquisitions. Currently the situation in village libraries is undergoing a basic change due to the gradual establishment of community libraries which make possible greater access to special literature in smaller communities as well. The question as to whether the stock of non-fiction met the needs of the inhabitants in a given community was, in villages, answered in the affirmative by one fifth of those questioned and the percentage in whose opinion it was only partially adequate was about the same. Thus reader satisfaction is in direct proportion to the amount of stock at the disposal of the users. In urban libraries there are other factors of great importance, namely, the wide assortment of journals and the higher standard of the information system of these libraries, even though also it required further improvement.

We have pointed out that libraries play an indispensable role in the field of education and culture and are capable of developing them further. Research into the social function of libraries has provided a number of examples of good results achieved by both village and urban libraries. This forms a solid basis for accomplishing new tasks our society sets to libraries. If we reflect upon the conclusions of the XIVth Congress of the Communist Party of Czechoslovakia and their application in the sphere of libraries, we can no longer overlook the fact that they concern both young and adult people, they consider ideological and professional education and leisure activities as well as the formation of life-styles. The implementation of the conclusions of the XIVth Congress will necessitate certain changes in the organization of library networks and their services as suggested by the methodological instructions issued by the Ministry of Culture of the CSR /The Tasks and Active Aid of Libraries within the Unified System Concerning the Promotion of Results and the Implementation of Conclusions and Final Statement of the XIVth Congress of the Communist Party of Czechoslovakia, Ministry of Culture, Prague 1971./

In this connection it is necessary to look for the most suitable ways for libraries to participate in education and the best ways to intensify their ideological influence and to determine the most suitable forms to disseminate information of all sorts to any reader who requires it. At the same time, however, it must be emphasized that the question is not to drown the reader in a flood of diverse information in which he could hardly find his way but to provide him with relevant information when he needs it and in a form he can make practical use of. Basically it is the same principle which we apply in lending books: we do not lend just anything to just anybody but, in a given situation,

and in view of the particular needs, we provide what is suitable and useful.

With the development of social communication, the basic function of libraries gradually changes and expands. Libraries adapt themselves to the growing demands of social communication by building their information stocks by introducing a number of information facilities and organizing bibliographic and information services; bibliographic and information activity, which is becoming an increasingly important part of the work of a librarian in small libraries, requires a specialist in large libraries. Its importance is gradually growing, as new and different types of information sources appear which, on the one hand, enable the transmission of a great amount of special information, the effective use of which, however, requires an overall insight into all the information sources and the most suitable information strategies, that is the knowledge which a layman usually lacks.

This problem is made even more intricate by the fact that, given the enormous variety of information needs and the enormous quantity of information which a library is potentially capable of providing, no library can be self-sufficient in satisfying the information needs of its readers. The only solution available would consist of organizing bibliographical and information services for the whole system of libraries and information centres. By developing a system of interlibrary lending services and the building of the system of bibliographical and information services the libraries will render the desired services, above all, to specialists working out of reach of information centres, and will make possible the access to the necessary scientific and professional information.

The establishment and completion of an effective and reliably functioning information system in libraries is thus one of the vital tasks of the present stage of development of libraries within the unified system. This is why the scientific research carried out in 1974-75 on the subject "The Share of Libraries in the Process of Implementing the Cultural and Educational Function of the Socialist State" deals with this problem. /Vančura, Dalibor - Kabele, Jiří: Projekt výzkumu bibliograficko-zpravodajské a informační práce knihoven. Státní knihovna ČSR, Praha 1974. mimeographed./ The title, however, implies that the questions of bibliographical and information library work are not investigated as isolated problems but as an integral part of the whole activity of a library, of its cooperation with the reader. I consider it useful to give here some basic information on this research.

The main target of this research is to solve basic questions for libraries arising from the principles of the cultural policy and to create theoretical prerequisites for the optimalization of the library network and its services. It should, above all, gather together the knowledge of the state and level of bibliographical and information work in libraries /regional, district, urban and community libraries/ and to provide stimuli for the improvement of the present state of affairs. On a more general level this research should contribute to the dissemination of knowledge on the rise of information needs throughout the population and the satisfaction of these through formal information channels. Among the data under survey consideration will be paid to the statistically significant relationships according to the working hypotheses of the research project. The foremost question will be not only to determine all the significant relations among and within individual groups of data under consideration but, above all, to determine more precisely their nature and thus fulfilling the preconditions for their deeper unterstanding. The scientific review commission not only approved of the submitted research project

but also contributed to the further classification of our tasks: the commission recommended that the work should continue within the framework of the State Program on Basic Research for 1976-1980. The fact that our task has been integrated into the state programme on the Fundamental Research facilitates the development of theoretical work in our department, that is the Librarianship Research and Methodology Section of the State Library of the CSR and in all branches of Librarianship in the Czech Socialist Republic alike. At the same time it fulfills the conditions for the continuation of applied research tasks aimed at fundamental questions of practice as well as tasks coming under the jurisdiction of the ministry or the institutes.

A significant contribution to this scientific research task is the agreement between the State Library of the CSR - the Librarianship Research and Methodology Section - and the State Public Library of Saltykov-Scedrin in Leningrad, signed at the end of 1972 and specified during the visit of the members of the Leningrad Library to Prague in 1973 and 1974. One of the main tasks of the Leningrad Library is to deal with similar problems and in the course of problem-solving mutual consultations and a joint conference to be held in the first half of 1976 in Leningrad will make possible the comparison of the achieved results and we believe it will contribute to solving the problems of information work in libraries in both the CSSR and the USSR.

Important social changes in the structure of our society, the growing demands of the public in the field of culture, the development of mass media, the change in the means of production and an ever-growing need to use the results of scientific knowledge and the development of technology are the striking features of the development of our socialist society. This rapid social movement, the changes in political, economic and cultural life also call for basic changes in understanding the role and the contents of the activity of libraries. The first and foremost task is to bring the activity of libraries and the actual needs of society into harmony. This naturally presupposes the laying down of long-term conceptions of development and successive targets which would take objective conditions into consideration and rely on the knowledge of the needs of the whole society, understanding man as reader, his individual needs, interests and opinions concerning literature, reading, library and its information activities. The research into the social function of libraries, carried out by the State Library of the CSR in the most recent period, was intended to analyze the present state from all points of view and to provide for the governing institutions sufficient objective information indispensable to informed decision-making, which should lead to the desired objective with the highest possible probability, eliminating as much as possible the chance factor as well as subjective views and opinions. At present, we naturally approach the solution of partial problems with a view to provide deep probes, to reveal the more thorough knowledge of specific spheres. The prognosis cannot be made without the collection, classification and evaluation of data on the basic qualities of individual phenomena. It is therefore necessary to lay great emphasis on the further development of theoretical, scientific and research activities in the sphere of librarianship and also to fulfill the conditions necessary for them.

ADDITIONAL STATEMENT

In our earlier surveys we were interested in the following questions: who are reading, what are they reading, to what extent are they reading in the villages and towns. Now we are engaged in surveys analysing the utilization of library informative systems. Our works run parallel with those of the Leningrad Saltykov-Shchedrin Public Library: we shall later on compare our achievements. It will be in 1976 that the Leningrad research conclusions will be evaluated. This cooperation is a much promising one; we are looking forward to similar future cooperations with other countries, too.

The basic question of our surveys consists of seeking a proper level for the given library's information services. Of course we would like to make use of our achievements in practice. By the time of the next conference perhaps we shall have the pleasure of giving an account of this practical utilization.

COCHINESCU, Ilie

METHODOLOGICAL ASPECTS OF THE SOCIOLOGICAL STUDY OF READING

The Communist education of the masses, carried out concomitantly with the technical and material development of the country, has been, and is, the constant task of the Roumanian Communist Party. Education as a social process and contact extends its sphere of activity to the development of the scientific and cultural creative activity of the masses, thus it becomes the living condition of every individual and the determining factor of social evolution. "The programme of the improvement of ideological activity of the Roumanian Communist Party is aimed at the raise of the level of the general knowledge and the socialist education of the masses in order to lay down the socialist and communist ethical and equitable basic principles of our society," worked out at the plenary session of the Central Committee of the Roumanian Communist Party in November, 1971, and accepted at the central meeting of the party in July, 1972, as well as the programme of the establishment of the comprehensively developed socialist state and Roumania's progress towards communism." The draft was put in issue to be discussed by the whole people and will be accepted by the 11th Congress of the Party. It sets the targets of the political-educational activity and clearly outlines the social and human characteristics of the new man with the true Labor Code, the mode of life of the Communists, the revolutionary youth, the whole people. The cultural education of the masses is an essential part of the communist educational process in our country, thus laying the scientific foundation, and sets the firm directive of the theory and practice of the cultural educational process.

Starting from these circumstance, scientific research /sociological, psychological, pedagogical, ethnographical etc./ has developed in recent years in a degree never experienced before. This progress, made in scientific research is owing to the uniform theoretical programme of the Council of Socialist Education and Culture, on the one part, and the scientific practice into which the professional institutions, research centres, cultural-educational institutions and those specialists have been drawn who work in various fields of the social sciences in the planning and implementation of research. The reading of the masses or other problems related to the social function of libraries are arranged in this general framework of research. The valuable research connected with the concrete activity of cultural and educational work, which obviously involves the reading of the masses, the effect of books and libraries and needs the participation of numerous specialists in this activity /sociologists, psychologists, pedagogues, ethnographers, lawyers etc./ on the one hand necessitated the most correct knowledge possible of the cultural needs of various social and professional strata, on the other it called attention to the methods and technique of sociological research and its utilization with a view to the effectivity of the cultural and educational fields under survey. The deep and complete recognition of the cultural and educa-

tional process necessarily involved not only the intensification of research but also its regular implementation so that the validity of results, effectiveness of the proposed solutions and the justness of the applied methods should be truly recognizable. In recent years some path-breaking cultural units have been organized with a view to experiment with new cultural activities and to encourage the beneficiaries to search for the most attractive cultural values and to supervise some hypotheses themselves. At the same time the path-breaking units make the formation of complex research possible, primarily with the help of sociological experiments. From among investigations the "participation" method was regarded as most important in the sociological study of the cultural and educational method. This method was successfully applied at the sociological school of Bucharest between the two world wars. This method was developed further and is known as "research-activity" today. In this method the participation of the individuals under survey exceeds that of simple informators since they are drawn into the investigation of the problems in question: they became the active participants of the research groups at every stage of the research from setting the objectives and working hypotheses to drawing the conclusions and their application in the cultural activity proper. At this last stage the research workers themselves experiment with the conclusions drawn, organize several activities together with the competent local authorities and apply the modes and methods of cultural and educational activity.

The practical examination of the conclusions drawn from the research and the application of the best models immediately improve the work of the various cultural and educational institutions, call attention to the best methods and lay the firm foundation of their generalization. "The participation" research, used by the Roumanian sociologist Dimitrie Gusti and in other countries by Kurt Lewin, Dumazedier or le Play, was supplemented by the requirements of a research method and achieved the best results possible. As far as cultural and professional activists are concerned, including librarians as well, they could ascertain in their activities that their cultural and educational results depended on the active participation of the masses in the organization and direction, the participation of workers and peasants wise in experience in this work. The propaganda of books, the initiation of the broad masses of the population into reading thus has a much more concrete character, the needs and the interest of the different categories of readers can be satisfied more easily. As a matter of fact, the gradual accumulation coincided with the more extensive study of mass reading in our country, e. g. the conclusions of the investigation, entitled "Reading in villages in the vicinity of Bucharest" /1964/. The authors dispute even the values of the applied methods, especially the elaboration and verification of the tests as well as the instruments of observation. The same problems have been raised by the investigation carried out by the Central State Library of Bucharest some years later. The investigation was carried out in two rural communities of Moldavia and the towns of Medgidia and Déva.

The aspects of the utilization of some epistemological methods applied in the complex and systematical examination of cultural and educational phenomena makes possible the outlining of some methodological principles which lay the foundation of every research in this field. In the first place we want to ascertain that the study of sociology of reading - in which we rely on the principle of the existence of functional connections among all the educational factors and the modes and instruments of cultural and educational activity - is carried out within the extensive framework of the study of

the whole cultural and educational activity. The conclusions related to the educational role played by books in social life and the specific motivation of the reading of the masses have been drawn from this point of view. Thus,the one-sided constricted outlook related to the motivation of the reader's wishes and the results achieved in connection with books. On the other hand, it has been found out that the concept of the library had to be elucidated again in the totality of the cultural and educationel process, its functional in the effectiveness of other factors of education, with the help of manysided and constant cooperation with the local cultural and educational institutions, the public organizations of the population and the mass media.

This is the interdisciplinary approach to the reading of masses and libraries on the basis of the methodological principle which may be applied at present in every manifestation of the cultural phenomena. After a series of multidisciplinary investigations carried out recently in several communities the following may be enumerated: Tinca-Bihor, Sant-Bistrita, Giubega-Dolj, Boca-Neamt, Ruginoasa-Iasi, Leordeni-Argesi, Brebu-Prahova /rural/ and Cimpina, Petrosani, Lupeni, Petrila and Vulcan /urban/. Sociologists, psychologists, cultural activists and librarians took part in the research groups and the scientific requirements were the following:

- the cooperation of the specialists listed above with a view to the study of the reading of the masses from various points of view; to be approached from a uniform starting point:
- the acquaintance of every specialist and the whole group after all with the totality of the educational processes to be studied, the special manifestation of every cultural and educational work as well as the way in which cultural and educational problems are connected with the social-economic reality of the community under survey;
- the utilization of a whole series of methodological and technical instruments, since the instruments are the methodological reflections of the totality of the phenomenon under survey.

The heuristic /discovery/ value of this latest principle has led to the transformation of the methodological aspects of some investigations among those cultural activists or librarians who regarded one method or the other as of full value - especially statistical data or questionnaires - and thus restricted the real recognition of several aspects of reading and the necessity of communication. The value of free or controlled talks from the point of view of recognition, the experiments, especially the simultaneous application of these methods which would have made possible the study of the phenomena in depth, were neglected all. The investigation conducted recently in the library of Constanza was directed at the circulation of social and political books among the reading clientele of the library, and we could ascertain the effectiveness of the comparation of data supplied by different methods. Thus,the quantitative analysis of needs experienced in various fields of social policy reading matter and the explanation of the data - on the basis of the results achieved by the questionnaires - showed that the readers were most interested in history. More internal talks with several readers led to the conclusion that in a really hierarchic order of succession documents and party literature stand first on the list. It is not our intention to demonstrate the results of the whole investigation in a simple form, we want to prove that a whole complex of social science methods and techniques were used to confirm the above-mentioned conclusion. From this methodological point of view we examined the accurate place and role of the other sources. The effect of reading matter of this kind is greater than that of oth-

er mass media, especially the effect of party documents in the complex of social policy literature.

Without entering into particulars let us remark that we are fully aware of the fact that the library under survey is not the sole source of the acquisition of social policy books. The readers buy or borrow social policy books from relatives and acquaintances in a similar degree, they may turn to social science cabinets which take over a part of the tasks of libraries in order to form a more stable and specialized connection between the readers and social policy books. It may also happen that they borrow these books from other municipal - school, trade-union, university etc. - libraries. It is important to note that those having their own libraries do not feel the need for using other sources, still they uphold relations with the county libraries. The individuals in this category argue that the books in their possession comprise the theoretical basic works of party literature, social policy, but they must acquire current information from the county libraries. It was revealed among others that a great proportion of readers including workers and technicians as well sought for not only party literature but their interest was great in socialist legal literature which reflects the former documents. The internal conversations revealed a problem belonging to the social psychology of this category, the dynamics of their needs which shows the concrete and direct recognition of social and political activity more clearly, i.e. the way in which party documents are concretized, the legal form of several central decisions which directly influence social activities. In general, the applied methods largely depend on the field under survey. E.g. in the psychopedagogical examination of the reading of general literature and belles-lettres - e.g. the problem mentioned in the papers of this meeting - in addition to the study of the reading clientele such analysis which may lead us to the possible aesthetical manifestations of the readers. From the sociological point of view we think that also certain study of the contents make constant analysis possible. However, we shall not avoid the literary criticism of the works, with the help of which we can determine the intellectual content of the work, the degree in which a work of art is derived from social life, the extent to which the events of life are transformed into artistic value. The mentioned sociological method makes possible the expression of the connection between the apprehensiveness of the broader strata of readers and the structures with more accurate concepts, the techniques of up-to-date works of art and the comprehensive dialectical development. The difficulty of the method rests in the expression of those obvious elements which are quite stable and unambiguous but, transformed into symbols, they express the intention of the work or the unavowed ideas of the author, the typical behaviour of the central figures and the value judgments expressed by them. The arrangement and classification of these symbols and the determination of their structures as well as the frequency of their occurence in the analyzed work belong to the rules of the well-known sociological technique. The comparation of the conclusions drawn from the analysis of the literary work to the text of the literary criticism, which involve "social direction as an expression of social order, the socialist necessity" may lead us to such value judgments which strictly determine the value of the work/s/ and consequently its extensive dissemination among the reading masses. On this basis we may draw conclusions from the real coordinates of the process and the artistic sensitivity of the readers; the propagation of modern art may be developed.

As is well-known, the sociology of literature - the modern branch of sociology becomes an independent science - has developed neither the strict system of concepts nor the independent method which comprise the methods

and technique of research and are capable of grasping literary phenomena in their entirety from their creation to their social result. Simultaneously with these the theoretical and concrete resea.ch of the problems of the sociology of literature increases. It is well exemplified by a number of the papers read at this meeting, which we have followed with interest exactly from this point of view because the applied methods and technique make it obvious, that methodological aspects must be emphasized more without neglecting the unity of theory and method, the essence of the development of every science. E.g. from theoretical point of view we strive to define the basic concepts frequently used in our investigations more accurately and comprehensively: community, reader, regular reader, literary publication, reading matter, book /on the level of mass publications/, private library and so on. E.g. general sociology contains the scientific definition of the concept of public, in the sociology of literature we are guided by the principle that "the community is the world, namely the degree and level of consciousness, intelligence, practical experience, sensitivity to culture, the infinite version of systematically developed or anarchically accumulated tastes etc", however, in concrete investigations one may find a number of versions of the concept of the general reader. Therefore we think that research into the reading of the average man and the sociological and psychopedagogical methods of libraries need improvement and the difference in the techniques of this field greatly promote the success of our activity. In this sense, the exchange of opinions and the dissemination of the experiences of research workers in the socialist states at this meeting will benefit future research.

My paper was aimed at emphasizing some aspects, namely: persons under survey and research workers alike ought to be initiated into the organization of path-breaking units, theoretical, methodological comprehension and social, cultural activity, i.e. theory as well as practice, thus connecting the "participation" technique with sociological methods: the study of reading must be realized in an interdisciplinary way, taking into consideration the complex interaction between the educational factors. Consequently, research methods must be harmonized so that we could obtain a deeper knowledge of the phenomena under survey. However , these methods must be applied according to the speciality with which they comply with social policy phenomena and in the last analysis consequences related to reading may not be determined on the basis of the simple connection between the reader and the library under survey but on the basis of a much more complete connection in which although the library in question plays an important role, it is not the sole factor in the determination of the level and needs of the social groups under survey. According to the guiding principles of the 9th Congress of the Roumanian Communist Party,to be held in the immediate future,the foundation of the cultural-educational activities must be laid on the basis of the activities aimed at the improvement of economic and social life.

TSATSRAL, Orshoglin

INFORMATION ON LIBRARIANSHIP IN MONGOLIA

Since there is little known about librarianship in Mongolia, I want to tell you something about the library where I work. As you know, Mongolia has a rich legacy of religious culture.

In the course of its many thousand years' of history, the Mongolian people has created and preserved a great number of cultural values. It was generally a custom in Mongolia to guard books with great care, neither in the middle of the country, nor in the outlying parts is hardly a single family that does not possess books. The first public library designed for the people was established in November 1921, i.e. ten months after the victory of the people's revolution. This library became the basis of the State Public Library later. From this time on the stock of the library has grown, just like readers have grown in numbers and several forms of the readers' service developed. In consideration of the quantity of the literature and the supply of readers, our library is the largest in the whole country. The library stock consists of more than 2.5 million books and manuscripts. Books in almost all the languages of the world may be found here. As for its composition, the stock may be grouped in six classess: Mongolian, literature, European literature, Eastern literature, Tibetan books, newspapers and periodicals and stock to be lent. The most important aim of the library is to make the works it had assembled public property. In the library there are a general and a scientific reading room and the branch library of the scientific institutions of the Mongolian Academy of Sciences. In consideration of the readers' demands, the whole of literature may be found in the building. The library books ordered from foreign and Mongolian orders alike and these are received within the framework of interlibrary loan. Photocopies and microfilms are made on request and sent to the places of residence of the readers. The readers may freely use the manuscripts, printed publications, newspapers and the microfilm equipment in the reading rooms. Apart from reading, readers in the library may see book exhibitions, exhibitions of photos and posters, lectures are held in the scientific, cultural and artistic results of the world and they may participate in readers' discussions. The department of information and bibliography helps readers search and choose the literature of diverse subjects. The recording bibliography of the whole literature of the republic has been published since 1960. The department keeps files of the articles published in periodicals and newspapers and bibliographical indexes are compiled. The staff of the department answers the questions of readers and institutions. Nowadays, averagely more than one hundred thousand readers go to the library a year. About 200 thousand books, newspapers and periodicals are borrowed. Last year the composition of literature lent to readers was the following: 42 percent social-political, 27 percent scientific-technical, 31 percent fiction, medicine, agriculture and arts. Natural science popular books lent by our library are very significant in raising the general education and

culture of workers. The social composition of the readers is the following: intellectuals - 20 percent, employees 30 percent, workers 10 percent, pupils and students 40 percent.

An alphabetical and a systematic catalogue are at the disposal of the readers and the library staff. Librarians are on duty by the catalogues and lend a hand in literature search. The continuous book exchange comprises 65 libraries and scientific institutes of 20 countries, among them also the libraries of your country: the National Széchényi Library and the Library of the Hungarian Academy of Sciences. Nowadays we, librarians, are tackling such important problems like the harmonization of the library work with the raising cultural level of the population and the increasing role played by books in the life of the modern man, the improvement of the form and methodology of service, the modernization of library work. Cooperation in the international division of labour is extremely important from this point of view, just like the collective solution of the library problems encountered in the friendly socialist countries.

Finally I should like to express my hope that cooperation among our countries will strengthen and develop. I wish my dear colleagues significant success in work and good luck in life with my whole heart.

DISCUSSION

Leader of discussion: PAPP István

PAPP István

The papers and additional contributions raise important questions. Let me outline, in brief, the most significant questions:

Surveys of the library's social relations.
- What kind of a notion does the society form about its own library?
- The library's place in the hierarchy of cultural institutions;
- The question of historical aspects;
- The formation of complex cultural-educational institutions and joint institution, groups;
- An optimal utilization of economic opportunities;

Surveys concerning the library's functioning:
- Investigation of readers' activities performed in libraries;
- Investigation of small groups within libraries, which came to life on the basis of common interests;
- Increasing the library's efficiency.

The librarian as the subject matter of the research:
- The relationship between reader and librarian;
- A psychological investigation of the librarian's profession.

Objectives of the research:
- Library planning;
- The formation of the organizational structure;
- The role of the libraries in the future /What should a library of the future be like?/

Methodological questions:
- The requirement of comparability;
- Questions concerning the terminology.

KOŁODZIEJSKA, Jadwiga

There are various social institutions waiting an answer from us to their question which runs as follows': "How big is the effect of the libraries within the sphere of cultural life?" My Colleague Vančura outlines in his paper the model of the traditional library, and points out as its function to preserve and to lend books. Besides these, all the activities are parts of a new, modern library, which gres' beyond the traditions. We must find an equilibrium between traditional and modern functions. We must take care that education work should be always built on the library material. Just imagine a meeting organized for a writer and his readers, when the reader can not get the quoted books from the librarian! Surely, our efforts are fruitless in such cases.

At the present time the holdings of the libraries cannot satisfy the increased demands. We must count for an ever growing number of middle school and college students. The standards of entrance examinations and of school

work in general show a rising tendency, and there are ever more people who beside their compulsory readings, demand significant supplies of special literature, too.

A library is regarded a good one if it is able to give the literature demanded for. We shall not be able to change public opinion about libraries until we can not satisfy those higher demands.

DOBRYNINA, Natalia

In the Soviet Union libraries work with different success, therefore those surveys which were carried out in the Estonian Republic must not be regarded as bases for valid conclusions throughout the Soviet Union. Recently, however, we carried out a survey, and its results reflect a generally valid picture indeed. We investigated the sociology of reading in Soviet villages. The strategy of our research was that of a system-orientated approach. We were investigating the following themes:
- The rural library and the school;
- The rural library and the cultural centre;
- The rural library and the political education;
- The rural library and the training of skilled workers;

Beside these, we made researches in:
- The dynamism of demands among rural readers;
- The efficiency of the librarians' book suggestions;
- The means of propaganda; the interrelation between the means of propaganda and the mass media.

Our researches concerning the librarian's personality:
- The librarian as a reader;
- The librarian as a book-supplier;
- The librarian as a catalyzer.

We had to face various general problems; among others the question of the libraries' holdings and of the librarian's intellectual level. Presently we have got severe shortcomings in these fields; holdings are not satisfactory and sometimes the reader is more informed than his librarian.

SZENTIRMAI László

I would like to deal in my surveys with the effects of libraries exerted on the public and the system of information in society. In our researches, going on, we want to explore the didactic demands of the high schools concerning the libraries. In another work of us we are investigating the effects of public and trade union libraries exerted on the workers.

KAMARÁS István

I should like to put a question to Mrs. Kołodziejska, in connection with the activities of libraries concerning the adult education programme. In Hungary there is a discussion about the tasks of and relationship between the library and the cultural centre. The main standpoints are the following:
- Let each institution do its own work, on a possibly high level;
- the library may shoulder tasks in adult education;
- each activity of the cultural centre should be based on the library;
- such complex institutions are needed, which can hold both the library and the cultural centre, and their cooperation, beside an architectural unity, must be manifested in their actual work.

My question therefore is: What attitude do experts take in this question in Poland?

KOLODZIEJSKA, Jadwiga

For the time being, we are not dealing with the question. We have no research material which could prove the necessity of such complex institutions. All the same, one must not forget that it was as early as at the turn of the cenutry that experts in Polish public libraries were doing such "modern" activities beyond storing and lending. From the sides of libraries there were amateur theatre groups and folk dance ensembles. At that time those were the only possibilities for a participation in cultural life whatsover. Today the primary transmitters of culture are the mass media. Ninety percent of Polands' population are TV-viewers; readers are not more than 20 percent; the number of those frequenting cultural centres and clubs is much less. Evidently, the passive receivers of culture outnumber the others. Creating a complex institution would be but a formal solution; I do not believe that a joint library and cultural centre could do anything to increase the number of those who want to take an active part in culture.

MITOV, Zdravko

I would like to offer a few remarks on the question of complexity. In Bulgaria there were founded various reading circles as early as at the middle of the last century, and in these circles reading and adult education existed side by side. This form did not cease to exist. There are seminaries, language courses and folk dance ensembles working side by side with the libraries. It seems, however, that recently library activities have somewhat been overshadowed. Leaders of reading circles arbitrarily draw the line between the librarian's and the adult educator's work. Librarians are sometimes demanded to do things that do not fall within their competence. We know of course about positive examples, too; sometimes the librarian's work is but assisted by other activities. We must, therefore take a middle course.

KAMARÁS István

Let me ask our Rumanian colleague if he would mind to tell more about their methods?

COCHINESCU, Ilie

In our investigation, we did not use one single method, to be followed; instead we were using a group of methods. We conducted an investigation on the circulation of books on politics and social sciences in the Constanza Public Library. We distributed questionnaires, and made deep interviews. We concluded in pointing out that the best read books are just the works written on politics and social sciences. Readers show a peculiar interest towards documents and books on the history of the Party. We also gauged sources of supply other than the library. We pointed out the role of mass media in arousing public interest. The library is by no means the only or the primary source of supply. Buying, borrowing from acquaintances and sociological cabinets, as independent units, play a considerable role. We attach great importance to an investigation of the sources of supply, because, by doing so, we can see where the work of libraries need to be improved, or where a good cooperation is needed.

PAPP István

Let me present some suggestions concerning the recommendations to be made. A methodological coordination is obviously of the greatest importance in our work; it would be, therefore, equally important to make a list of the technical terms in the fields of reading researches, and their possible interpretations. We ought to examine some other questions, too. Namely: By what factors are habits of using libraries being formed? /An exact location of the TV's impact demands laboratory work/. Is there a probability of a rise of the quantitative and qualitative indexes of library attendance? How can the individual reading experience be collectively processed, within the walls of the library? What is the catalyzer role of the library like from the viewpoints of the librarian, the surroundings and the holding? I suggest a comparative research of these themes.

DRESSLER, Irmgard

PUPILS AS LIBRARY USERS

Results of an investigation of the use of library services of the public libraries in the German Democratic Republic by pupils attending the 5th to 10th forms

An accurate knowledge of children's and the youth's demands on libraries, their behaviour within the library and their attitude towards the library forms the basis of improving library work with children and young people. It had been the starting point of a major investigation of library use in 1972 among pupils attending the 5th to 10th forms in public libraries.

In the process of this investigation all the visitors in twenty libraries /ten children's and ten adult libraries/ in ten places for a week - provided they were pupils of the 5th to 10th forms - were asked to fill in a questionnaire on their library visit and the books they borrowed. The answers were given by making crosses. The pupils filled in the forms independently, the forms were distributed and collected by students of librarianship so that the library staff could perform its work undisturbed. The selected libraries were central main libraries for children and adults in regional towns of different size with 10-50.000 inhabitants, distributed over the territory of the Republic, selected on the basis of a checked random choice. All these libraries have open access shelves, the obligatory catalogues, reference stocks accessible for readers and the trained staff, i.e. they correspond to the aspires standards for professionally managed public libraries in the G.D.R. In the questionnaire the questions related to the borrowed books and unfulfilled requests were followed by the question related to the behaviour of the pupils in the premises of the library. The following had to be answered:

1. What do pupils do in the library in addition to borrowing literature for home use?
2. To what extent do the adolescents make use of the information given by the library on the books?
3. Which groups of readers are particularly active and what influence do factors outside and within the library exert?
4. What kind of difference is there between a children's and an adult library?

The total number of the completely filled in questionnaires, included in our interpretation, amounts to 1769, i.e. 1769 pupils of the 5th to 10th forms whose image of their library visits had been outlined. In reply to question 3 related to the use of library services and the behaviour in the library premises altogether 4.497 crosses /multiple answers/ were made. Thus, it is an average of 2,5 crosses for every pupil.

Consequently the following picture emerged:

Kind of usage /pre-shaped possibility of answer	Proportion of the visitors who answered the question in the affirmative in relation to the total number		
Today in the library I have also	Total result	Partial results	
		only 5th to 7th forms; children's library	only 8th to 10th forms, adult library
1. returned books or journals	63,4	72,9	51,1
2. chosen something for loan from the shelf by myself	81,3	88,8	71,6
3. got the librarian to choose /recommend/ books for loan to me	21,7	21,9	21,2
4. asked the librarian for information	22,8	24,1	21,2
5. chosen books from the catalogues or indexes	12,5	12,9	11,9
6. used the reference stock	7,6	5,6	10,2
7. renewed a loan	10,3	11,7	8,6
8. placed a reservation order	2,7	2,7	2,7
9. placed an order for interlibrary loan	0,2	-	-
10. enrolled in	4,6	4,4	4,8
11. read for a longer period in the premises of the library, browsed among books or periodicals	27,1	29,3	24,4

ON THE INFLUENCE OF SOME SELECTED FACTORS ON THE USE OF LIBRARY SERVICES BY PUPILS

Before examining individual services in detail, in the following part we shall illustrate some selected factors by example, the influence of the use of the services by pupils, the certain factor that affects the various services and their use quite differently and thirdly the interaction existing between the uses of individual services.

a/ SEX. A comparison of the use of library services by boys and girls showed that there was hardly any perceptible difference, i.e. divergences ranged below the significant limit. Also the number of readers showed that the two sexes were almost balanced: 49,2 percent of boys and 50,8 percent of girls. There is a certain divergence between boys and girls only in the 10th form, in particular in the preparatory classes for the secondary school, which shows that girls consult the librarians somewhat more frequently.

b/ FORM. There is an obvious difference between the behaviour of those pupils who go to children's libraries and those who belong to adult libraries. In the case of pupils of the 5th, 6th and 7th forms the proportion of the individual selection of literature to be borrowed and also the consultation with the librarian /recommendations and reference work alike/ is higher than with the pupils of the 8th to 10th forms who are served already by the adult library. Obviously, on the one hand the more thorough knowledge of the library stock and its arrangement on the open access shelves becomes apparent here, but on the other also the familiarity of long years with the children's librarian.

c/ NUMBER OF BORROWED BOOKS PER VISIT. The intensity of reading is expressed in a certain way in the number of borrowed books. Therefore the number of borrowed books per visit was related to the behaviour in the library premises and the use made of the library services though the number of books borrowed on this occasion was determined randomly in a certain degree. 6,1 percent of the visitors borrowed no book. Of these visitors 50 percent had been working in the premises of the library for a longer period. 27.8 percent made use of the reference stock, 32,4 percent consulted with the librarian. Consequently these readers made use of the library only in its premises. 93.9 percent i.e. the great majority of users borrowed books. In this connection the use of library services in the premises increases parallel to the number of borrowed books: with three borrowed books the proportion of book return and individual choice exceeds the average; with four borrowed books also the higher proportion of recommendation, catalogue use and the renewals of loans are involved; with five borrowed books also the value of consultation and the placement of reservation orders exceeds the average. The mere use of the reference stock and - what goes almost without saying - the proportion of enrollments is not included, it does not reach the average rate. Consequently one may conclude that more active interest revealed by the higher number of borrowed books entails a higher number of additional activities in the library premises at the same time. Consequently, higher rates of loans are accompanied by greater demands on the use of the reading room with the reader's number remaining constant.

d/ FREQUENCY OF LIBRARY ATTENDANCE. Among others, the questionnaire also revealed how often pupils visited the library on their own: about fortnightly, monthly, less than monthly and when required. A comparison with behaviour in the library premises showed that the group of visitors coming to the library once a week is especially active in making use of the services on the spot. Above all they use the reference stock extensively /11,8 percent/ and more than a third worked within the library for a longer period /35.5 percent/.- Consultation, renewals of loans and reservation orders were above the average in this group. But also the readers who come less than monthly diverge from the average: 28.0 percent consulted the librarian, they placed considerably more reservation orders /16 percent/ and stayed in the library for a longer period /32 percent/. However, less familiarity with the library was evident at the same time which was expressed in the proportion of visitors below the average who selected books from the shelves on their own.

The same applies to readers coming when required who similarly needed the librarian's guidance and recommendation above the average.

e/ POSSESSION OF PRIVATE BOOKS AND ADDITIONAL BORROWING FROM OTHER SOURCES. In general, pupils who owned many books and/or borrowed books in addition from classmates or adults, parents or brothers/ and sisters or other libraries during the month under survey seemed to read very much. They were more familiar with the library and its resources, they made more use of it and the information given by the libraries. Without doubt they did so because of their more thorough knowledge of the literature available to them since they already knew a great number of books.

ON THE USE OF INDIVIDUAL LIBRARY SERVICES BY PUPILS

In the following part we shall discuss the behaviour of the pupils who use the library and its resources. In this connection only observations of essential quality will be quoted, especially major deviations in the behaviour of the groups of visitors formed from various points of view in comparison to the total result.

a/ INDIVIDUAL BOOK SELECTION FROM THE OPEN ACCESS SHELVES. The libraries under survey were open access libraries with systematically arranged book stocks. The arrangement was according to the classification used by libraries of general education, the main classes of this system are identical in children's and adult libraries alike. In children's libraries books for younger children are separated in order to facilitate selection and orientation. From the 5th form upwards the whole stock of a children's library is accessible for the pupils without any restriction. The size of the children's libraries ranged between 7 and 22 thousand volumes, that of the adult libraries between 15 and 50 thousand volumes; so the stocks were relatively easy to survey. Altogether 81,3 percent of the pupils chose literature individually at the shelves /partly in consultation with the librarian, with the use of catalogues, etc./. In this context, however, the proportion is higher in children's libraries than in adult libraries, i.e. 88.8 percent. In the 5th to 7th forms 85 to 90 percent of the readers had chosen books on

their own in each case. In this proportion the familiarity of the pupils of the 5th to 7th forms with the stock of the children's library is expressed. From the 8th form upwards pupils are confronted with an entirely unfamiliar stock in the adult library. Moreover this stock is more voluminous and difficult to size up. But 71,6 percent of the students of the 8th to 10th forms chose literature at the shelves unaided. The necessity of using other aids in the library to find a necessary book is increasing and in fact catalogue use becomes more important in the 8th and 9th forms.

The fact that unaided choice at the shelves is in close connection with the higher familiarity with the library and its stock, is confirmed by the visitors who come to the library weekly or fortnightly and select books unaided at the shelves, averagely to a larger extent. Moreover this proportion is steadily on the rise with the number of books borrowed per visit, namely more than 90 percent of the visitors borrow more than three books. Furthermore it may be stated that the pupils who chose literature by themselves at the open access shelves, in general spent more time than the average in the library. The structure of loans /the distribution of the borrowed books by the individual groups of classification/ is essentially determined by individual choice.

b/ CONSULTATION WITH THE LIBRARIAN. The interpretation applies to the following questions:
/Have you/ "got the librarian to choose/recommend books for loan to you"? /3./, and
/Have you/ "consulted with the librarian"? /4./. These questions are not so clear-cut as for their boundaries, in particular, in the children's library. The result in both cases is the same, namely, the influence exerted by the librarian on book selection.

The proportion of the results is almost identical in the case of both questions, i.e. recommendations amounted to 21.7 percent /21,9 percent in children's and 21,2 percent in adult libraries/ and consultation amounted to 22,8 percent /24,1 percent in children's and 21,2 percent in adult libraries. A comparison of the results yielded by individual libraries showed, however, that the proportion of the readers who had recourse to the librarian's help was higher in percentile terms in smaller libraries than in larger ones. Without doubt, it depends directly on the lower absolute number of readers to be served by a librarian. The proportion of recourse to the librarian's help decreases in connection with transition to a new library, namely in the case of the pupils of the 8th and 9th forms as against the values in the children's library. It begins to increase only from the 10th form upwards.

The pupils who borrowed more than three books on the occasion of the visit in question consulted more with the librarian than the average. It applies also to pupils who had borrowed books from other sources, too, during the preceding month and, moreover, to the group of pupils who said that they often came to the library. Hence active and keen readers turn to the librarian more often than other users. The proportion of those students who consulted with the librarian, did not borrow books for home use and worked in the premises of the library ranged above the average. The structure of loans /distribution of borrowed books by groups of classification/ by the groups of visitors who had consulted with the librarian /recommendation and /or guidance/ differs from the total result as more non-fiction was borrowed by these readers in percentile terms. Furthermore it is obvious in this group that considerably more books had been taken home for home lessons

and additional information on a subject of instruction than in general. This shows partly the influence of the librarian's guidance, partly the subject-oriented interest of these pupils and the need for special reference works originating outside the library so as to obtain literature urgently needed for school. At the same time it is also apparent that among the unfulfilled requests of this group there were also titles given by the librarian which could not be used since they were on loan. This emphasizes the importance of well-judged and realizable recommendations by the librarian.

c/ USE OF CATALOGUES AND BOOK LISTS. In the public libraries of the G.D.R. the following readers' catalogues are obligatory: alphabetical catalogue, systematical catalogue, title catalogue. These are card catalogues, the printed catalogue cards in them are annotated, produced at national level and subscribed to by libraries. Moreover bibliographies and among others printed indexes on individual subjects are compiled centrally. Of them the centrally edited "Illustrated Bibliography of Children's Books" is very popular among children's libraries. The classification of the systematical catalogue is identical with that of the open access shelves. Fiction is arranged alphabetically on the shelves similarly to the alphabetical catalogue. Browsing among the shelves therefore is often preferred because it gives immediate orientation. The number of visitors who used catalogues is almost identical in children's and adult libraries: 11,9 percent in adult and 12,9 percent in children's libraries - the total being 12,5 percent. There are marked variations from library to library. The use of catalogues is therefore greatly dependent on their propagation enabling the readers to use them.

The use of catalogues increases in the 8th and 9th forms, that is after the transition of pupils to the adult library. We have already referred to the fact that the reason for it may be both the size of the stocks and the increased demands made on the pupils by the school and this shows the endeavour for better orientation in an unfamiliar library. The group of readers borrowing more than three books on the occasion of the visit in question uses the catalogues above the average. It also applies to the group of readers who own a number of books, the group that visits the library for a longer period and finally the group of pupils who borrowed books from other sources in addition to the library under survey during the preceding month. As can be seen, also the better familiarity with literature stimulates catalogues use. In particular eager readers with special interest in literature use the catalogue more frequently than the other visitors. Without doubt, however, the better knowledge of books requires a more extensive search in order to find an interesting and still unknown book. With regard to the structure of loans, the visitors using the catalogues showed no difference. But the proportion of the unfulfilled requests was higher than the average among those readers who used the catalogue.

FINAL REMARKS

The present investigation has confirmed not only a series of general values of experience but also made us aware of certain phenomena at a higher level of generalization for the first time. Thus, it suggests possible ways of the improvement of circulation in general and new aspects for enabling pupils to use the library properly in connection with their introduction to as well as instruction in the use of library resources. An essential result of the investigation is the fact that better familiarity with the conditions of the library

results in more extensive use. Thus the importance of introduction to library use is increased. The investigation revealed the other factors which obviously influenced the better use of services and moreover the libraries where especially good results had been achieved. A further investigation and generalization of the methods conducive to these results could considerably promote the improvement of library work.

The investigation showed that transition from one library to another /from a children's library to an adult library/ is a process of long duration during which pupils become acquainted with the unfamiliar library only step by step. The necessity of the systematical introduction of pupils of the 8th form to the use of the local adult library is corroborated this way. Furthermore, conclusions may be drawn from the investigation concerning the circulation work carried out by librarians, especially as far as recommendation and guidance are concerned. Finally the investigation confirmed that the behaviour of the pupils in the library and the use of the library services by them is a complex process, affected by a variety of factors within and outside the library. The consideration of these factors and a close cooperation among all the participants in the education of the youth is necessary with a view to the achievement of the common goal: to enable pupils to make proper use of libraries and books.

ADDITIONAL STATEMENT

The bases of one's becoming a regular reader must be laid in one's childhood. All librarians agree in this respect, and yet, there have been made comparatively few surveys among children. Such a survey would entail some methodological problems. A possibility of surveys based on questionnaires is limited. Children are not good in giving the exact reasons for their approval or disapproval. Another difficulty is made by the fact that fiction and non-fiction can hardly be distinguished in the realm of juvenile literature. In the case of somewhat bigger school children, however, we could make good use of our questionnaires. In the present survey we sought answers to the following questions: What books do children select for their school work, and what books for their individual interests? What kind of relationship can be established between the child's choice and the guidance provided by the librarian?

KÁROLYI Ágnes

TEACHERS AND THE LIBRARY

The basis of the present paper is the research into the special literature supply of teachers. The report dealing with this subject, entitled "Teachers, information, library", by Ágnes Károlyi, was published by the Centre of Library Science and Methodology of the National Széchényi Library in 1973.

WHAT WE MEAN BY LIBRARY ATTENDANCE AND LIBRARY USE. LIBRARY ATTENDANCE LIKE A STANDARD OF CULTURAL VALUE - LIBRARY ATTENDANCE AS A PROCESS - WHAT LIBRARY ATTENDANCE DEPENDS ON

"Do you belong to any library?" It is the most common question in every investigation of library sociology. It is a so-called easy and controllable question, surely the reply can be certified. In the case of teachers this question, however, is not completely unambiguous. We get a different kind of indexes if we put the question like this "What library do you belong to?"or, with a slight difference, "What library do you use?" E.g. 72 percent of country assistant masters are library users and only 42 percent are enrolled. The reason for the difference is the following: a segment of teachers /57 percent/ works in such a school where the school library deserves the denomination "library", moreover "special library." The libraries of country secondary schools of long standing play a significant role in particular. The teacher does not regard himself as an enrolled member /potentially every teacher is an enrolled member of the school library/. Therefore in our investigation we have treated the question of the use of school libraries and the role of public and special libraries separately. Quite another matter is the extent to which readers use or can use the library in which they are enrolled. How frequently they go to the library, what kind of services they demand, what kind of activities they carry on there. We shall revert to these questions further on. We regard attitude to libraries as a socially significant characteristic feature of the objective value of reading culture.

Examining the library attendance of teachers, it is observable that the highest is the proportion of teachers in country primary schools /55 percent/, this proportion gradually decreases as we approach the capital as well as secondary schools. Does this line of facts mean that teachers in the capital as well as assistant masters are on the lowest level of reading culture? Breaking down and further analyzing the data demonstrated the great significance of the quality of library attendance, whether it was a public or

a special library, or possibly both. /The other libraries are generally one special library and one public library, rarely two public libraries one of which is the county library. The majority of the latter are now already capable of meeting even demands made on special libraries, too./

Members of several libraries:

/Broken down to types of schools and settlements/	/Percent/
Teachers in country primary schools	4
Country assistant masters	5,5
Teachers in the primary schools of the capital	8
Assistant masters in the capital	14

Members of a special library:

/Broken down to types of schools and settlements/	/Percent/
Teachers in country primary schools	2
Country assistant masters	7
Teachers in the primary schools of the capital	10
Assistant masters in the capital	12

This is an already familiar order of succession at the extreme ends of which there is the village primary school, as well as the secondary school of the capital unfortunately consistently. In the middle categories the teachers in the primary schools of the capital and the city secondary schools, the vocational secondary schools or the vocational secondary schools of the capital appear alternatively. So it can be seen that in the case of teachers library attendance cannot be regarded as a kind of measure of cultural level. The interconnections are more complex. Attendance of several libraries and within this the use of special libraries, the information demand and supply, in a word a t t i t u d e to the library give a certain, seemingly acceptable index. At the same time we can also state how significant role is played in the life of a country teacher by the public library, which provides the teacher with "pieces of reading" at present, but could be made suitable for providing him also with special literature and transmitting educational information. It is also clear from our data that the role of special libraries increases together with the size of the settlement which can be regarded as natural, surely there are special libraries in larger cities only. The fact that out of our 92 significant special libraries /A category/ 82 operate in the capital is very disadvantageous from the viewpoint of the teacher, though this situation is very unhealthy for that matter. Only 11 libraries are in large cities and one in the country. This extraordinarily uneven distribution is counterbalanced neither by the fact that approximately 60 percent of the less /B category/ special libraries /which total 511/ are in the capital. Neither the fact that the majority of the libraries of country secondary schools rival those of the capital makes the situation satisfying.

In the course of the survey it raised difficulties that the register of library readers in libraries and special libraries in particular is less differentiated. In general, we got to know the number of teachers after the examination of the cards of all the readers. If the libraries themselves paid more attention to the composition of their readership, a sociological survey would be easier and more successful. We regarded attitude to the library as a process. We did not only investigate whether the teacher was a library member at present but also his past contacts with any library and the reason for possible disengagement or alienation.

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Data characteristic of library attendance as a process:

never a library reader	19 percent
library reader only formerly	32 percent
library reader at present	49 percent

The proportion of drop-outs was higher than expected. Considering the important consequences of library policy of this question, we examined the data of "ex" library readers more closely.

Library readers only formerly:	/Percent/
Teachers in country primary schools	28
Teachers in the primary schools of the capital	28
Assistant masters in the capital	37
Country assistant masters	42

The number of drop-outs is considerably higher than that of those who are absolutely indifferent for that matter among persons working in country primary schools in particular. It is a typical case: after the completion of their studies they moved to smaller towns and broke away from the university and the library simultaneously. Of course, there are other versions, too: he may have been dissatisfied with the services rendered by the library, the library may have been far from his home or place of work, it may have been because of lack of time, etc. We do not know how the home library as well as the school library substitute for the library the drop-out had lost or left. At programming the computer we did not think that the proportion of drop-outs was so high, so the modified processing of data and possibly supplementary investigations are necessary in order to propose the most feasible arrangement for the solution of the question. We know less than necessary about why some teacher is not a library member, in turn, we have ample data concerning what library attendance depends on.

We have not examined subjective factors regarded as of decisive importance on the other hand. Out of the objective moments we considered as most important the following: "where" /city or the country; primary or secondary schoool /"what"/i.e. subject/ and "since when" the interviewed teaches. Besides also the following were important: his weekly worktime /devoted to teaching activities/, whether he participates in extension training, whether his book demands are satisfied in his opinion. We have made also other comparisons /knowledge of languages, reading of periodicals, etc./ however, these are - though interesting - matters of detail, they have not set particular problems and may be disregarded for this once.

On the basis of the very simplified table on next page we may infer what library attendance depends on most.

HOW THE PROPORTION OF LIBRARY READERS CHANGES IN INDIVIDUAL GROUPS OF TEACHERS?

	Percentage of library readers of the whole sample: 49
Distribution by settlements:	
Budapest	47 percent
Country	50 percent
Distribution by schools:	
Primary	51 "
Secondary	45 "
Where and what he teaches:	
Lower forms	49 "
humane subjects	58 "
modern languages and sciences	43 "
other subjects +	43 "
Since when he teaches:	
6 years	59 "
7-15 years	52 "
16 years, or more	43 "
Weekly worktime at school:	
under 30 hours	49 "
30 hours, or more	52 "
He is satisfied with book and periodical supply	
Yes	48 "
No	54 "

The table calls for no particular explanation. We have already mentioned that there are more library readers among those who work in primary schools. It is striking, however, that a much higher proportion of those who instruct humane subjects use library services than those who instruct modern languages and sciences. The data related to the duration of teaching - the proportion is decreasing parallel with the increase of term of office - corroborates what has been said about drop outs. The indexes of worktime, in turn, demonstrate that lack of time, to which a number of people are willing to refer, is not a drawback to intensive library use, contrarily the highest is the proportion of those who are most occupied.

The question of s a t i s f a c t i o n mentioned for the last time is also interesting. The point under discussion is n o t the percentage of l i b r a r y r e a d e r s satisfied or dissatisfied with library services.

We want to know the percentage of library readers among those persons who are satisfied as well as dissatisfied with book supply. Namely, we have

+ other subjects: mainly drawing, singing-music and workshop practice are intended by these.

experienced that there is a number of persons who - though they are not library members, at all, - are satisfied with book and periodical supply. Because of the methodological lesson we shall review the replies to the question concerning teachers' opinion of the extent of their own supply. The question was the following: "Are books and periodicals necessary for the preparations for the lessons available? /Closed-ended question/, possible replies: yes - no - in part.

The interviewed persons were satisfied in general. 80 percent had access to the necessary books and periodicals. Only 20 percent said that they were not - or only in part - supplied with these instruments of labour. This means that we need not be concerned with the majority, at least the situation of 20 percent must be raised to the general level, and then this important field of special literature supply of teachers /preparation for the lessons/ can be considered as satisfactory. However, if we get a nearer view of the situation of the dissatisfied 20 percent, we cannot but see that they are provided with books and library services on the highest level.

UNDER WHAT CONDITIONS THE NUMBER OF THE DISSATISFIED INCREASES AS WELL AS DECREASES, HOW THE AVERAGE 20 PERCENT IS MODIFIED

Dissatisfied with the services	20 %
teaching in a primary school	19 "
teaching in a secondary school	23 "
never a library reader	15 "
reader in a public or special library	24 "
home stock under 100 volumes	16 "
home stock over 300 volumes	19 "
daily preparations one hour or less	16 "
daily preparations three hours or more /i.e. for next day's lesson/	25 "
the teacher library of the school has	
less than 600 volumes	13 "
more than 1500 volumes	28 "

The line of data clearly demonstrates that satisfaction cloaks the lack of demands. In turn, dissatisfaction with supply increases parallel with being well-informed. Let this be a warning: appropriate measures cannot be taken if we start from demands only. In connection with cultural demands, it may be mentioned that - apart from an insignificant minority - those persons frequent libraries most /1-2 times a week/ who have a number of books at home and whose significant book source is also the school library. The following clear-cut conclusion may be drawn from the investigation: cultural demands imply intensive library use.

As far as home libraries are concerned, we must mention at least that their importance and volumen /number of volumes/ showed a striking increase between 1962 and 1972. Their importance grows mainly in the preparations for the next day's lessons, as for their quantification, they generally outnumber the home libraries of intellectuals of other professions

/e.g. teachers spend more on books than physicians though their salary is considerably less/. 47 percent of the interviewed has about 500 volumes or more. The data of the composition of home stocks are similarly favourable.

ADDITIONAL STATEMENT

A frequently quoted fact is the utmost importance of reading in childhood and adolescence. We must, therefore, investigate the teacher as a medium of culture. Let me quote, as a supplementary fact, some surprising item from among our research achievements. It was in 1962 and in 1972, respectively, that, according to the same viewpoints, we asked the teachers about how they were making use of the services offered by libraries in their preparations for the lessons, in their extension-training, and if any, in their research work. A teacher's activity is even in itself a creative kind of work, but in this case we limited our interests to research work in the stricter sense of the word. Within ten years the rate of teachers engaged in research work grew from six to twenty percents. Seeing that scientific work demands tremendous energies for absorption, just like any educational work of high level, the growth may not necessarily considered as a pleasing fact. We went on, therefore, with our investigations. Thus, we got to know that research work and educational activity were in each case compatible, latter having been strengthened by the former. We do not speak here of any kind of half-teachers, or of men of genius, suffering from the imprisonment of the classroom: we are thinking of a new type of educators, of creative, experimenting people, performing a careful educational activity in favour of the future generation. We, librarians, must adopt our services to their needs, wich will not be an easy job for us.

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SASVÁRI Ilona

SURVEY OF THE DISTRIBUTION OF PLACES OF EMPLOYMENT OF ENGINEER AND TECHNICIAN READERS IN THE HUNGARIAN CENTRAL TECNICAL LIBRARY AND DOCUMENTATION CENTRE IN 1970

The scientific-technical revolution, the characteristic process of our age on a global scale, which comprises everything as far as society and technology are concerned, means a continuously surging and ever-increasing flow of information for libraries inter alia. This especially applies to technical libraries which are reached by almost the "first wave of the flood". How effective is the work of a technical library in point of numbers? We have attempted to establish such indexes on the basis of library data through which the relationship between library work and production, i.e. the relationship between indexes of national economy could be demonstrated.

The basis of these indexes has been furnished by the number of the engineer readers of HCTLDC /Hungarian Central Technical Library and Documentation Centre/ as well as the composition of their places of employment by branches of industry since effective engineering work is an essential condition in our developing industry on the one hand and - regarding the library as a source of information - the capability of the engineer to transmit information means the direct connection between the library and production on the other. The number of engineer readers - supposing practical library use and effective engineering work - is not at all a negligible factor from the point of view of special information. The question is whether this supposition can be confirmed in practice, whether identical trends may be observed between the number of engineer readers and the indexes of production of respective branches. If not, then either this hypothesis is incorrect, or the library work connected with the branch in question or the efficiency of engineering work in the same branch leaves much to be desired. Perhaps there are also other factors whose impact can be felt /documentation centre of the branch, branches having well-supplied private libraries, company seat in the country, etc./ We have tried to approach these factors in our analytical work. If we investigate this question from the viewpoint of the extent to which a branch requires innovative engineering work, then several viewpoints must be taken into consideration:

a/ contemporary industrial structure of our country,
b/ the trend of the development of the branches of industry,
c/ the number of specialists with higher technical education.

The special feature of each branch is besides determined by how quickly innovations may be realized, how effective they are, i.e. how much they contribute to the increase of productivity. There is a close connection between technical development and intellectual creative work related to technics. Inventions and innovations are the outward forms of technical creative work. In our country 2 million innovations were realized during the period between 1950 and 1970 and 21.100 patents were approved+, the esti-

+ BUJTÁS László: Találmányok, "know how"-k, ujitások eredménymegállapitása és elemzése./Establishing the successfulness, and analysis of inventions, know-hows and innovations/ Budapest. 1971.

mated useful value of which may be put at 29 thousand million Forint. These data prove that the influence of engineering work is significant even on the level of national economy. The conscious creative activities of technical specialists comprise a considerable reserve of the material-technical enrichment of our country. From among the many kinds of factors we have chosen the index of those technicians with university and secondary education who are regular readers since the other factors cannot be influenced through the library.

Our work comprised the following analytical tasks:

1/ We have compared the number of specialists enrolled in the HCTLDC who have university or secondary technical education with the number of engineers employed in individual branches of industry, as well as with the production indexes per employee in individual branches.

2/ We have compared the bookstock and the number of readers of firm libraries of individual branches of industry with the number of engineers employed at the same place.

3/ We have made a survey on how many of the readers of the HCTLDC worked at research and planning institutes and we have checked this number with the number of people employed at industrial research institutes and with expenditures on research.

4/ Finally, we have examined how many of the engineer and technician readers of the HCTLDC belonged to the employees of individual firms as well as branches of industry.

Table 1 reveals the number and proportion of engineer readers of the HCTLDC in relation to technicians employed in individual branches of industry and the production indexes. There is an interesting coincidence between the number of engineer readers and the data of technicians and production indexes. Consequently, precision engineering, telecommunication and electromechanical engineering rank first in all the three columns. The relationship between the reading density of specialists and the development of the branch of industry is corroborated also by the undermentioned data of the increase of production. The increase of production in precision engineering, telecommunication and electromechanical engineering is eight times the increase in machine industry.+ The proportion of the increase of production within the branch is the following:

Electromechanical engineering: telecommunication: precision engineering = 1 : 2,5 : 4,5

It is little surprising now that also the examination of the development of industrial production showed that the proportion of products manufactured by the machine industry for three years at most confirmed the same result:++

Precision engineering	46,0 percent
Telecommunication	51,3 "
Machine industry	38,7 "
Vehicle industry	28,8 "
Electromechanical engineering	28,7 "
Metalware industry	27,3 "

+ 25 years of industry in Hungary. Budapest 1970.

++ Az ipari termelés szerkezetének alakulása 1970-72. /Development of the structure of industrial production/. Budapest, Stat. K. 1973. 13. p.

In table 1 chemical industry ranks second, there are 8,6 engineer readers enrolled in the HCTLDC per 100 technicians employed in the same industry. The high level of our chemical industry and within this that of pharmaceutical industry is well-known. It is obvious that the literacy of the workers of this industry and the consequent high level of their technical education is directly proportional to the results yielded by this industry. It is regrettable that in food industry and light industry - which produce a significant proportion of our exports - the number of engineer readers per 100 technicians employed by the industry is very low /1,6 resp. 1.5/. Accordingly, the production indexes are only the half of the production indexes of telecommunication and precision engineering. Within light industry, textile industry is an exception which ranks seventh as far as its engineer readers are concerned. It would be important to disseminate the up-to-date processes as widely as possible within these two branches of industry. The low figures of metallurgy and mining are due to the fact that these branches of industry are not concentrated in Budapest, so they are at a disadvantage as for ranking as opposed to branches concentrated in Budapest. In their case there is a double impact observable: the accumulation of research institutes and intellectual energies in Budapest on the one hand and the planned distribution of places of production in the country on the other.

Table 2 shows the number of volumes and readers in firm libraries belonging to individual branches of industry. There is an interesting coincidence in the order of distribution of the engineer readers of the HCTLDC, the readers of firm libraries and even the stock of firm libraries. The table shows the number of readers of technical libraries per 100 technicians employed. Here chemical industry ranks first: 730 readers per year, then telecommunication-precision engineering with 580 readers per year and machine industry with 400 readers per year per 100 technicians employed each. At the bottom of the column there is light industry with only 41 readers per 100 technicians. /We could not obtain data related to the use of firm libraries in food industry./ The bookstock of firm libraries displays a similar trend. In chemical industry there are 1800 volumes for 100 technicians, in telecommunication-precision engineering 1700 volumes, while in light industry only 225 volumes. A separate investigation attempted to reveal the proportion of borrowers who worked at research and planning institutes. This can be found in Table 3. In the order of succession we have taken into consideration the branches of industry from which most research workers came to our library. The industrial research institutes form a separate group so as to check them with the number of specialists employed in the field in question.

As can be seen, the distribution of our borrowers coming from research institutes by branches of industry corresponds to the distribution of employees of industrial research institutes. Since the Statistical Annual treats machine industry, telecommunication and precision engineering cumulatively, we do so for the sake of compatibility. So the proportion of readers from research institutes of machine industry is 42 percent as opposed to 50 percent in machine industry. In chemical industry 19 percent is opposed to 20 percent. In power industry the proportion of reading is better, than expected /8 percent as opposed to 6 percent of those employed by the same industry/, while the proportion of readers from the research institutes of food industry is less than expected: 3 percent as opposed to 6 percent of the employees of the same industry. Altogether 2619 of our borrowers work at research and planning institutes as well as national institutions. The latter have been stressed also by virtue of their significance. This number amounts to 16 percent of all our enrolled borrowers and 35 percent of our engineer

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readers. In our opinion these figures duly demonstrate that the HCTLDC takes its share of the promotion of research and development work of the country. The technical library provides the background of production and research. The decisive role of engineering work in Budapest is significant in addition to numerical data, too, exactly in consequence of the Budapest seats of research, planning and national institutions. In addition to industrial research institutes, there is a respectable number of research institutes of the Hungarian Academy of Sciences /251 persons/, the professiorate of universities /484 persons/ and national institutions /343 persons/. It is needless to stress the role of these institutions in the direction of the development of research in our country.

Finally, the distribution of specialists of technical university education was examined. The number + of active technicians of university education can be broken down as follows:

mechanical enginner	40	percent
electrical engineer	16	"
architect engineer	11	"
chemical engineer	9	"
civil engineer	9	"
metallurgical engineer	7	"
mining engineer	4	"
other engineer	4	"

Their number totalled 60.800 in 1970. It must be noted that one reason for this distribution is that the education of mechanical engineers was not departmentalized for a long time. The education of electrical engineers began only in 1949, so electrical engineers over the age of 40 were granted their diplomas by the faculty of mechanical engineering. According to present-day real distribution mechanical engineers come to 26 percent while electrical engineers come to 30 percent. About the half of the active technicians of university education work in Budapest, i.e. about 30.000 persons. With regard to our Budapest seat it goes without saying that our readers come from among these engineers.

In 1970 there were about 170.000 readers enrolled in the HCTLDC, 43,5 percent of them had university and secondary technical education. We found that 80 percent of our engineer readers came from 232 institutions. 35 percent of 7414 engineer readers /2619 persons/ came from research and planning institutes, faculties of universities as well as various national institutions while 65 percent /4795 persons/ were engineers working in companies. In certain instances institutions are not enumerated one by one but cumulatively /e.g. institutes of the Hungarian Academy of Sciences, institutes of the Ministry of Metallurgy and Machine Industry, institutes of the Ministry of Heavy Industries, etc./. Briefly summarized, the findings of our investigations are the following:
- More than 200 persons came to our library from among the employees of the following institutions:

Research institutes of the Hungarian Academy of Sciences,
Technical University of Budapest,
Csepel Works

+ Felső és középfoku szakemberek végzettség szerint. /Specialists with university and secondary education, the distribution of their education/. Budapest, Stat. K. 1971.

- 100-200 persons came to our library from among the employees of the following institutions:
  United Incandescent Lamp and Electric Company Ltd.
  Hungarian State Railways
  GANZ-MÁVAG Works
  Research Institute of Electrical Automation
  VEGYTERV
  Institutes of the Ministry of Metallurgy and Machine Industry
- 51-100 borrowers came from 19 institutions,
  41- 50 " 7 "
  31- 40 " 25 "
  21- 30 " 38 "
  11- 20 " 65 "
  6- 10 " 69 "

We hope that the present paper has duly emphasized our original assumption that library use is an essential condition of effective engineering work. It may be taken for granted that the work of engineer readers who visit libraries is much more effective than that of non-readers. The increase of the number of engineer readers must be inevitably accompanied by the improvement of the quality of engineering work and the increase of its efficiency. It shows also the branches of industry within which the acquisition of professional literature must be increased for there is a social demand on it indeed, as well as the branches of industry within which it is enough to content ourselves with the acquisition of the most important works for there is no demand on an extensive base of professional literature. In branches lagging behind reader propaganda must be increased in order to change employees in light industry and food industry into active readers of technical literature.

Table 1.

Branch of Industry	Readers of the HCTLDC	Employed technicians no.	percent	Engineer readers of the HCTLDC per 100 employed technicians	Production* indexes in relation to the number of employees
Telecommunication, precision engineering, electromechanical engineering	1452	24.500	15,5	6,0	368
Chemical industry	1008	11.700	7,4	8,6	204
Machine industry	970	23.900	15,0	4,0	135
Power industry	153	4.500	2,8	3,4	174
Vehicle industry	517	16.200	10,3	3,2	151
Food industry	176	11.000	7,0	1,6	156
Metallurgy	143	9.500	6,0	1,5	
Building material	92	6.000	3,8	1,5	130
Mining	130	12.300	7,7	1,1	131
Light industry	293	19.700	12,4	1,5	171

* Ipari adattár 1960-1970. (Industrial quick-reference book.) 1. vol. Budapest, Stat. K. 1972. 276 p.

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Table 2.

Branch of industry	Readers of the HCTLDC /engineer/	No. of employed technicians	Firm libraries reader/year	vol.	Firm library reader/year	vol. per 100 emp. tech.
Telecommunication, precision engineering, electromech. engineering	1452	24.500	143.070	417.000	530	1700
Chemical industry	1008	11.700	86.250	211.000	730	1800
Machine industry	970	23.900	100.480	250.000	420	1500
Power industry	153	4.500	9.750	29.000	217	640
Vehicle industry	517	16.200	22.400	116.000	139	720
Food industry	176	11.000		no data		
Metallurgy	143	9.500	7.700	74.000	81	780
Mining	130	12.300	7.000	32.000	57	260
Light industry	293	19.700	8.300	19.700	42	44
Building material ind.	92	6.000	2.500	34.000	41	60

Table 3.

The distribution of the places of employment of readers of the HCTLDC working in research institutes by branches of industry

Branch of industry	Industrial research insitutes: Engineer reader of the HCTLDC /employees in industrial res. institutes/		No. of employees in industrial res. institutes		Expenditures mFt
Telecommunication and prec.engineering	257				500
Machine industry together:	225				141
	482	persons /42%/	6.500	/5o %/	641
Chemical industry	220	/19%/	2.600	/2o %/	234
Power industry	97	/ 8%/	760	/ 6 %/	99
Vehicle industry, transport	81	// 7%/	400	/ 3 %/	
Research in water conservancy	79	/ 7%/			
Metallurgy	59	/ 5%/	560	/ 4 %/	66
Light industry	49	/ 4%/	600	/4,5%/	60
Mining	36	/ 3%/	600	/4,5%/	51
Food industry	35	/ 3%/	780	/ 6 %/	75
Building material	24	/ 2%/	212	/ 2 %/	65
	1.162 persons				

In industrial research institutes	1.162	of our readers are emp.
industrial planning institutes	257	"
universities	484	"
institutes of the Hungarian Academy of Sciences	251	"
National institutions	343	"
Other scientific institutes	122	"
Total:	2.619 persons	

+ Tudományos kutatás 1970. (Scientific research). Bp. Stat. K. 1972. 78 p.

ADDITIONAL STATEMENT

The reason for our survey was a presupposition claiming a relationship between the number of the technical libraries' engineer-readers and the production indexes of the branches of industry represented by them. In other words, we wanted to discover the immediate "financial" effect of the library on production.

SZENTIRMAI László

READING HABITS OF UNIVERSITY STUDENTS AS REVEALED BY A ONE-WEEK TIME BUDGET SURVEY

In April, 1973, among the students of the Attila József University /Szeged/, the structure of activities of the way of life was examined with the help of one-week time budgets and standardized interviews. Within the framework of the examination of the structure of activities, reading, as an extremely important working phase and activity of self-education, had to be touched upon both within time and leisure time. After an investigation exploring the problem and analyzing the function of reading a one-week time budget was made of 20 percent of the basic population of the Attila József University between April 11-18, 1973. /This is the corpus of our study/. Diaries of activities were filled by more than four hundred students.

The interviewers giving out the forms of time budget and the guides to filling in asked the students only to fill in the appropriate blank what they did at intervals of 15 minutes. If the activity in question did not last for 15 minutes, then more of them could be combined. When the diaries of activities were collected, a 17 percent sample of students, e.g. 300 persons were asked by the interviewers to participate in filling in the standardized interview form. The selection of the sample was simple and random. An alphabetical list was made of the names of all the students broken down into faculties and years and on the basis of the above-mentioned principle every fifth as well as seventh students were in the sample.

After our earlier survey exploring the problem and determining the function of some activities, reading in the first place, the aim of our two "instrumental" /diary of activities and standardized interview/ surveys was to examine the content of the way of life of students with the help of the structure of activities, above all working and leisure activities with special regard to reading. The codes of our diaries of activities were grouped so that the activities of students were divided into 7 broad groups and 65 kinds of activities, among them the making of notes on required reading and not required reading were taken into consideration. The standardized interview was above all aimed at the exploration of individual phases of the working process, so the making of notes on required reading. We examined how frequently individual working elements occurred on the days of the week of term time and how certain activities were repeated during term. One of our suppositions was that students were not equipped with working tools as required. The supply of textbooks and lecture notes was not satisfactory. On one hand certain textbooks and lecture notes were not available, on the other the students of certain faculties ought to have spent so great amounts on textbooks /in addition to dictionaries/ which they could not afford. Therefore a significant proportion of students went to libraries /university library, libraries of institutes and faculties/ not just to read further professional literature but because it was only there that they could get access to certain working tools,

i.e. textbooks, without standing in line. In our sample the proportion of women is higher, the time budget was filled in by 68.3 percent and the standardized interview by 69.3 percent. Of those students who did not come from the seat of the university more women than men lived in hostels. Among men a higher proportion lived in lodgings. The school-leaving certificates of women were better. Among women there were more outstanding pupils than among men. Better school achievement may be partly accounted for by the fact that among the parents of women there were more professional people.

Nearly the half of the students /48.7 percent/ came to the university from small towns, while the other half came from big cities as well as county seats or middle-size towns of equal size. We think that drawbacks caused by settlement structure must be pointed out. Its effect may make itself felt both in school archievement and the structure of culture. In the analysis of the university education of parents we have found that minimally 14 percent /whose fathers did not finish the eight classes of the primary school or its equivalent/ is at disadvantage with regard to the cultural environment of the family. When hereinafter we shall give the amount of time of the reading elements of the structure of activities, we always use average time. This was obtained by figuring out the whole time spent on the activity on the basis of the time budget and dividing it by the number of students filling in the diaries of activities irrespective of whether they read or not.

THE DISTRIBUTION OF KINDS OF ACTIVITIES IN THE WEEKLY 168-HOUR TIME BASIS /NOT REQUIRED READING EMPHASIZED, REQUIRED READING IN WORKING TIME./

Kind of activity	Hour, decimal hour		Percent
Studying - working time			
Working time restricted to university	21.28		12.7
Work that can be done at home	25.14		15.0
	46.42	27.7	
Political, public activity	1.71	1.0	
Activity connected with work			
Traffic	3.57	2.1	
Instructional excursion	1.56	0.9	
Journey home	1.87	1.1	
Leisure activities			
Use of mass media	4.59		2.07
Culture, entertainment	3.33		2.00
READING /not required/	4.66		2.7
friendly company, courting	11.10		6.7
Gainful employment	0.52		0.3
Sports	1.46		0.9
Miscellaneous employments	1.49		0.9
Scientific work /not required	0.41		0.2
	27.26	16.4	

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Kind of activity	Hour,	decimal hour	Percent
Passive spending of leisure time	9.32	5.0	
Domestic work	2.54	1.5	
Time spent on physiological needs	16.69	10.0	
Sleep	57.70	34.3	
	168 hours	100.0 percent	

It is obvious that reading of not required character takes on the average 4.66 hours a week, this is 2.7 percent of employments of the whole week and within the structure of leisure time is the second most time-consuming employment. We shall deal with required reading in breaking down the working time. We have broken it down into mornings and afternoons, too. The amount of time spent in friendly company or on courting in the mornings cannot be left out of consideration. This is not unconditionally spent in a club or walking, it may mean reading periodicals or books in two in the parlour of the University Library.

DISTRIBUTION OF ACTIVITIES IN THE MORNINGS AND AFTERNOONS OF THE WEEK /ONLY LEISURE ACTIVITY/

/IN THE PERCENTAL STRUCTURE OF ACTIVITIES IN THE MORNINGS AND AFTERNOONS OF THE WEEK/

Activity	Mornings hour, decimal	hour, percent	Afternoons hour, decimal	hour, perc.
Leisure activities	6.38	10.1	21.27	33.8
Use of mass media culture, entertainment	1.02	1.7	3.57	5.8
READING /not required/	0.38	0.6	3.22	5.1
friendly company	0.98	1.5	3.68	5.8
gainful employment	2.42	3.8	8.7	13.8
sports	0.23	0.3	0.3	0.4
scientific work /not required/	0.69	1.1	0.77	1.2
other employments	0.21	0.3	0.2	0.3
	0.45	0.7	0.83	1.3

Reading of not required character in the mornings of the week takes on the average 1 hour. There is a possibility for it because the students do not spend working time in a single time-block, working time and leisure time alternate within 24 hours. So there is a possibility both for the making of notes of required reading and not required reading in the morning. Reading of not required character takes 3.68 hours every afternoon, it is the second most time-consuming employment. Reading of such character takes 1.5 per-

cent of activities in the morning and 5.8 percent in the afternoon. In the survey of a week-day and a weekend as well as a Sunday we found that Saturday and Sunday deviated from weekdays from the viewpoint of working time taken by activities that can be carried out at the university. In work that can be done at home there is hardly discernible deviation of one minute or two. On Saturday the student's less study is "recompensed" by domestic works: washing, ironing and shopping. On Sunday the time spent on leisure activities increases. Students read more on Saturday and Sunday.

THE STRUCTURE OF ACTIVITIES ON WEDNESDAY, SATURDAY AND SUNDAY

/IN PERCENT OF INDIVIDUAL DAYS/

Kind of activity	Wednesday		Saturday		Sunday	
	min.	%	min.	%	min.	%
Leisure activities /more time-consuming/						
Use of mass media	27	1.9	64	4.4	64	4.4
Culture, entertainment	17	1.2	41	2.8	39	2.7
READING /not required/	36	2.5	48	3.3	49	3.4
Friendly company	84	5.8	123	8.5	126	8.7

The above table shows that though students read more on weekend and Sunday than on week-days, the time requirements and percental proportion of this activity do not increase by leaps and bounds like other activities, consequently reading is an activity regularly carried out throughout the week.

READING IN WORKING TIME

In recent years, mainly after the introduction of the reform of higher education, the educational organization of institutions of higher education requires of students to study regularly week by week, to read regularly and to make notes of reading matter. Regular preparation means that time spent daily on study, preparation and the making of notes of required reading must be unconditionally incorporated into the working time of students, 45.8 percent of students worked more than 48 hours a week and this exceeded the working time of workers. Our task was to find out how much of this working time, comprising working time spent at the university and at home, was spent on making of notes of required reading. In the time budget working time was divided into the following:

1. working time restricted to university /attendance at classes, etc./
2. work that can be done at home, i.e. employments not prescribed in the curriculum, but which are the preconditions of study. Activities were classified as such and among them required reading stands high on the list. The source of nearly 100 percent of required reading is firstly the University Library or the libraries of the faculties and departments. Even the public li-

brary of the city may come into question. Students did not possess required reading of their own. From among the interviewed 423 students 310, i.e. 73 percent went to the University Library for required reading on the week under survey. From among 289 women 249, i.e. 86.2 percent and from among 134 men 61, i.e. 45.8 percent went to the University Library. Consequently women lay greater stress on the study of set books during term.

The performance of working phases at home revealed correlation with the year. From the first year upwards the high proportion of working hours decreased, but even so 46 percent of the students worked for more than 24 hours weekly at home. We think the study confirmed also our supposition that in consequence of the reform of higher education prescribed employments decreased, on the contrary, in consequence of the more frequent recitation, the number of study hours grew, more hours were spent on required and professional reading, a higher level of preparation was required by lecturers for practice lessons and professional literature is indispensable to the acquirement of this material.

THE PERFORMANCE OF INDIVIDUAL WORKING PHASES, AMONG THEM MAKING OF NOTES ON REQUIRED READING

With regard to the average of the whole week 50 percent of the students was engaged in the study of required books. If we divide the whole length of time by the number of students, who filled in the time budget, we get a weekly average of 3.64 hours. However, if we divide it only by the number of those who read in fact, than we get a weekly average of 7.37 hours. In the mornings 39 percent of the students read set books for 3,83 hours and this proportion was somewhat higher, i.e. 43 percent in the afternoons for 5.16 hours. The highest proportion of students makes notes on required reading in addition to preparations for practice lessons, i.e. studying, for the longest time. Different amounts of working time at home are disposed of by the student as is made possible by working time at the university and continuous preparation. Non-attendance at classes by nearly 30 percent entails that particularly in the afternoon they use their classmates' notes to make up for what they had missed. It is a much greater loss of time than if they attended lectures regularly. In our opinion a working phase of regular preparation, making of notes on required reading is done by students as regularly as required. There is required and recommended reading for the students of the three faculties alike. Reading matter can be acquired in the University Library, the library of the faculty or the department, possibly in the public library of the city, without much difficulty. It is true that students would like to accumulate more reading matter at the same time and rather they wait and borrow it from their classmate and then they fill in the gaps. 7.36 hours in the case of those who make notes on actual required reading shows that they spend a daily average of more, than one hour on this working phase if they can get at required reading.

Taking into consideration the making of notes on required reading in libraries by faculties, we can state that occasions of visit concern altogether 73.3 percent of the students. The students of the faculty of sciences read less required reading in the University Library, only, 34,1 percent of them, they are followed by law students with 55.1 percent. On the week under

survey arts students read set books most frequently in the University Library, their proportion is 152,9 percent.

BEGINNINGS OF ORIGINAL SCIENTIFIC WORK

There is a close interrelationship between the students' scientific and self-educational work as well as libraries since students do a significant part of their scientific work and self-education depending on the stock of libraries. The study of prescribed professional literature may be an index of identification with studying. Earlier we have seen that on the week under survey 50 percent of students dealt with professional literature for a weekly average of more than 7 hours or on the basis of our sample more than 3 hours. The frequency of visiting libraries and among them the University Library is considerably influenced by the students' idea of the necessity of visiting libraries. We tried to analyze this idea in a previous survey of ours.

IDEA OF THE NECESSITY OF REGULARLY VISITING THE UNIVERSITY LIBRARY

Degree of necessity	For studying N- 1258	For self-education N- 1258	Entertainment N- 1258
Unconditionally necessary	61.3	55.7	33.5
Not unconditionally necessary	33.6	37.6	47.4
Very rarely necessary	3.6	3.8	15.0
Not necessary	1.5	2.9	4.1
Total	100.0	100.0	100.0

Students consider visiting the University Library most necessary primarily for their studying and self-education. A considerable proportion, however, gets at the professional literature necessary for his studies and original scientific work not only here but also in the libraries of the faculty, the institute and the public library of the city. Visiting the University Library on yearly average comprises several kinds of activities. 38.3 percent of students borrows regularly; a yearly average of 60.7 percent reads and makes notes on required reading and professional literature, 35.3 percent studies own notes; 31.4 percent reads for the purpose of self-education and entertainment. Consequently, the University Library plays not only a mediatory role in making available the body of knowledge but provides study space for more than one third of the students. They prepare here for their examinations.

Regular visiting of libraries regularly begins to shape during the second semester, it manifests itself in the second and third years, then frequency is somewhat reduced. According to the data of our earlier survey more than the half of students regularly visit a library on yearly average but with different frequency. The index of activity carried out in a library, primarily in the library of an institution of higher education is consequently an im-

portant data in the examination of the degree of students' identification with their work. The amount of time spent on regular reading, i.e. required, recommended and other professional literature connected with work is significantly influenced by the followings:

a/ main subject;
b/ sense of vocation in the making;
c/ system of requirements in the institution of higher education in question;
d/ rational time economy

Reading plays a significant role in the structure of the students' activities both in working time and leisure time. Their expectations show that they would read more for the purpose of both their work and self-education if their time economy made it possible. The demand on more regular reading of longer time was shown by the data of our earlier survey when the question to be answered was the following: What intensity do students think necessary in reading professional literature, fiction and popular science after the completion of their higher studies?

TO WHAT DEGREE DO YOU THINK NECESSARY READING AS A COMPONENT OF YOUR CONTINUOUS EDUCATION AFTER HAVING TAKEN YOUR DEGREE?

Frequency of reading	Professional lit. N= 1258	Fiction N= 1258	Popular science N = 1258
More than until now	63.0	64.0	49.0
As much as now at least	34.0	30.0	44.0
Won't have time for it	2.0	4.0	4.0
Thinks it unnecessary	1.0	2.0	3.0
Total	100.0	100.0	100.0

The responses of the students contained an unambiguous criticism of the present intensity of their habits in reading professional literature and the time spent on it, since approximately two thirds of them spoke about the rise of the level of their professional reading prevalent at the time of the survey, which at the same time confirms the intensity of their identification with special subjects.

READING IN LEISURE TIME

Within the framework of the standardized interview we asked the students what they would do if they had unexpectedly three hours of leisure time. On the basis of their responses nearly 50 percent of them would read, about 10 percent would rest, some would spend it on studying and one third would carry out different activities. We think this great proportion of reading very significant since, in the course of our earlier survey, we experienced that in certain groups of students the frequency of reading declined during university years as compared to secondary-school years. Presumably even the students realized it but they could also experience that the system of

norms in an institution of higher education required reading of different quality and weight than during secondary-school years. In secondary-school age reading stands third in the order of rank of the most attractive employments, in fact it stands sixth.+ We think that by such a high proportion of preference for reading in unexpected leisure time the students criticize their reading habits during both secondary-school and university years. There is significant difference between sexes. The proportion of those who wish to study does not differ considerably but while 52 percent of women would spend leisure time on reading, only 42 percent of men would do so. In consequence of more frequent reading women are more familiar with questions related to fiction and arts. In the analysis of the structure of activities we stated that on the average the leisure time of students was as follows:

Weekly	27 hours 37 minutes
Mornings /together/	67 hours 23 minutes
Afternoons /together/	21 hours 14 minutes

In the analysis of the time structure of the whole week on the basis of percental distribution we could find 7 activities carried out by 50 percent of the students. Reading and the use of mass media predominated.

After comparison with the data of the survey of the national panel, we concluded that the students in institutions of higher education belonged entirely to the category of readers.

During the week of our survey 13.7 percent of the students did not read set books. Nearly 30 percent of the students read 1 hour daily at least. There is difference among the sexes: more women read for longer time than men. 21.1 percent of the women read more than 8 hours on the week under survey, in the case of men this proportion was only 14.1 percent. University achievement influences time spent on reading because among satisfactory students the proportion of those who read for more than 8 hours was lower. The year considerably influences the frequency of reading and the time spent on reading. Students in the first year read lest and the least students who indicated reading times above 8 hours were among them. With the progress of years, the number of hours devoted to reading increases. 12.5 percent of the students who had filled in the time budget /423 persons/ read not required books in the University Library, 15.2 percent of the women and 6.7 percent of the men. Consequently the University Library helps students above all with professional literature and that's what students read in the reading room. The proportion of borrowing not set books is much higher than that of professional literature. This kind of reading is reflected by the index of reading and the time spent on reading.

We think that reading is such a leisure activity which is carried out regularly by every student with more or less frequency and for different lengths of time. Regularity means reading one book at least a month. Students satisfy this demand set up by themselves, the women more, the men less.

However, a student does not become a reader at a stroke. Perhaps it is not too bold to venture the remark that an individual becomes a regular

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+ F. GAZSÓ - F. PATAKI - Gy. VÁRHEGYI: Diákéletmód Budapesten. /Students' way of life in Budapest/ Budapest, 1971. 116 p.

reader concomitantly with becoming a university student. There is a relatively sound distribution in the composition of reading matter: technical books /not required/, fiction /prose and poetry/ as well as popular science. If we take only borrowing from a library as a basis, an overwhelming majority of students chose their reading matter for required reading is sought by 73 percent and fiction by 64 percent in libraries. To this those students must be added /about 85 percent/ who buy the books they are interested in for their own private libraries. To sum it up: the services of the University Library play an essential role in the structure of activities of university students' way of life.

ADDITIONAL STATEMENT

Just one word more about methods: When working among undergraduates, we did not look at them as readers, not even as library users. Instead we sought an answer to questions concerning their reading habits as bound on one hand to their work and studies, and on the other hand, to their leisure time activities. University students (undergraduates) can be regarded only as 100 percent reading social layer. We conducted our investigation with the help of time balance diaries completed by standardized interview sheets. The goal of our survey was to acquire a true picture of the students' reading habits and of the role of the Szeged University Library. The University Library has to perform a manyfold role: it supplies the students with compulsory reading, with special literature needed for independent research work, and with fiction and non-fiction for their pastime activities. The library must be, besides all these, a centre for research, too.

Some differences in cultural background are but natural among students beginning their studies. What is deplorable is the fact that the differences continue to grow during their university years. This process cannot be cured, except by intensive library attendance.

DISCUSSION

Leader of discussion: WALIGORA, Johanna

Just before the general debate, let me express some questions derived from the presented papers.

When investigating library work from the point of view of quality, we must answer these questions: Do engineers and scientists need literature just as much as people dealing with the social sciences? Is it indeed important for a public library to win the technical intellectuals for reading? What can a library do that pedagogues teaching natural sciences should use the library to the same extent as their colleagues teaching classical subjects?

KAMARÁS István

There is no such sphere of activity where, in addition to proper functions, certain disfunctions do not emerge. Even the best library may be characterized by certain amount of technical mechanism, just as even the best educator is guilty in a certain amount of didactics. The same applies to reading researches, too. Such disfunctions may emerge, for instance, while training children for regular reading. A child can enter the library quite spontaneously, driven by his own interest or curiosity, or he can get there through the work of the school. And the two cases are by no means equal. We wanted to avoid the disfunctions of that kind, having published a book by Sándor Katsányi and Lilla Könyves-Tóth entitled "I am Exploring the Library", which in fact is a library guide for children. Let me ask our colleague Dressler if they are carrying out researches on possible disfunctions, too? Are they planning to publish any similar material?

DRESSLER, Irmgard

According to the new GDR curriculum, students will be introduced into library use, as a part of lectures on German literature and grammar. There will be a general introduction in the 2nd class. The second library introduction will be held in the 5th class, this time the use of catalogues and other tricks of using a library will be taught. And in the 8th class we shall introduce the adult library to our students. A reading list of suggested books will be given to each age group.

KOŁODZIEJSKA, Jadwiga

I would like to complete our colleague Szentirmai's statement mentioning that we made similar experiments in Szczecin, and we could make certain that undergraduates who did not attend the library from the very beginning of their studies were more liable to drop out than those regularly attending the library. This of course does not mean that everybody must be compelled to frequent the libraries; there are, after all, other ways to obtain books.

DOBRYNINA, Natalia E.

One of our earlier surveys (Reading in Soviet provincial towns) has taught us that we did not give enough attention to childrens' reading. As for now, we are working with methods similar to those of our German colleagues; our libraries complement and amplify the material of the textbooks.

WALIGORA, Johanna

Our researches prove that intensity of reading in libraries shows a decreasing tendency after the 18th year of life, this being valid not only to students but to the working youth as well. The fact is of course in interdependence with an emergence of other sources of supply (buying books, or a widening of the circle of aquaintances), and, beside these, the changing of their way of life also has much to do with the fact. Those young men, who, beside reading literature needed to their studies, put in a claim also for services of the public libraries, are undergoing a radical change, and the development of their personalities will strongly be influenced by their being, or being not, a regular reader.

PAPP István

An important moment in colleague Károlyi's research is the fact that she investigated the same problems within an interval of ten years; that is, she is trying to detect the changes in some respect. A similar approach is used by Attila Nagy in his survey, as we shall see it later.

The library is in the students' view also a research workshop - a fact stated by colleague Szentirmai. This fact corroborates another one, namely that the library has got an important role even as part of the environment. This claim must be asserted when planning library buildings for the future. One important statement in László Szentirmai's contibution was about the development of a group's system of standards. If we assist the development of a system of standards within separate groups, then we are helping with the development of new interpersonal relations as well. If the habit of reading is acknowledged as social standard by workers' socialist brigades, then we shall have considerable successes in the reading of the working class.

WALIGORA, Johanna

I regard this latest statement as a statement of great importance, seeing that up to now nothing has been told about the libraries within the factories.

ZAMFIR, Constantin-Dumitru

I would like to speak about teachers who do most for educating the reading public of the future. Much complaint can be heared against teachers e. g. that they do not work well in interest to make regular readers out of the young people. Teachers of literature are still better off in this respect, but those teaching exact sciences are reluctand to send children into libraries. We conducted investigations in a small provincial town, where each teacher was requested to place the above mentioned activity in the field of his work. We had to draw some pretty gloomy conclusions. Some 80 percents of the teachers teaching natural sciences did not know the technical literature which is recommendable for pupils. Therefore, in each library of the small town we marked the special literature conforming with the curriculum. The experiment has been going on for two years now. Owing to the marks and recommendations we made, interest towards special

literature has considerably been increased. A change took place in the work of the libraries, too: a more exact knowledge of school curricula made its impact on the enrichment of the holdings; books were asked for, which nobody had noticed before, and, what is even more, a list of missing books was sent to the publishing houses. This work ought to have been carried out within the scheme of the teachers' extension-training; instead it was the librarians who did it, to increase library attendance.

KÁROLYI Ágnes

Right up to now, we have regarded this solely as the task of teachers of literature - a great mistake. Today we make a trouble even of the fact that 80% of the holdings in school libraries consist of fiction. We would like to achieve a rate of fifty-fifty. Also new tasks emerge: One must inform the much engaged teachers about literature published in his line, possibly divided into age-groups.

It is a pleasure to hear the good results of our Rumanian colleagues' experiments. So-called "specialized bibliographies, endowed with some kinds of pedagogical reviews, are regularly published also in this country, and as far as we know, teachers make good use of them.

KATSÁNYI Sándor

It has been said by some speakers that schools are not good in turning their students into regular readers. If this is really the case throughout Europe, then the reasons must be found, but we must not be content with merely subjective factors. Hungarian curricula have strict prescriptions concerning the development of reading habits. And if the realization is yet so poor, then the reason must obviously be sought in the educator's system of means. I do not speak here about mistakes made by individual teachers. It is the formerly mentioned disfunction that makes trouble, and one cannot fight against it with subjective methods. I do not want to underestimate these efforts, but, I think a solution of this problem should be that methods developing independent thinking must come to power in pedagogy, and they ought to be in contact with the use of means of information. The educational process itself should produce the need for literature. The satisfaction of the needs on a high level will of course be the library's task. As for me, I am convinced that I am trying to force an, at least partly, open door. The Hungarian Socialist Workers' Party's resolution concerning educational policy has defined these problems, and so it is the school, and not the library, who thakes the initiative; in consequence the library's tasks will increase considerably.

SASVÁRI Ilona

At present the National Technical Library and Documentation Centre is closed before young people aged 14-18. Some years ago, however, it was they who supplied the Library with the most devoted readers. The engineer wants to make money, the undergraduate wants to pass his exams, but those young people who, instead of going to the cinema in their leisure time, attend a special library, must be led by a deep and sincere scientific interest. Not one of great inventors began his carreer by "fiddling about" in his childhood.

DRESSLER, Irmgard

The orientation of pedagogues teaching natural sciences in literature is a problematic issue in the GDR, too. I think the reasons be sought in their training and continuing training. We also make bibliographies for them, processing various collections and the materials published in periodicals.

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NAGY Attila

In Mrs. Kołodziejska's paper there is a quotation from Escarpit saying that the question of one's becoming, or not becoming, a regular reader is determined well before entering school. There not only the technical skill of reading is involved, but the outlines of the future aesthetical sense as well. While speaking of the system of means and methods in pedagogy, and analyzing the efficience of pedagogical work, one necessarily must take into consideration some statistical data. In Western Europe 80 percents of the children under six are attending nursery schools, in Hungary only 56 percents.

I am not informed about the quality of aesthetic education in those countries. In Hungary it works at least as well as in the first four classes of the primary school. We do not doubt that children must be made active participans story-telling, music-listening in film projections, etc., but the effectiveness would be increased if the libraries would turn the parents.

The papers of colleagues Waligora and Dressler make clear that the most demanding readers in public libraries are the middle school and college students. I should like to ask whether public libraries in the GDR are prepared to satisfy very much specialized demands?

DRESSLER, Irmgard

Let me say some words about the relationships between nursery schools and libraries. It is important that those children who are still illiterate listen to story-telling with pleasure, see pictures or movie. Recently, thanks to the development of the training of kindergarten teachers, groups of nursery children often visit libraries. Of course the capacity of the library must cope with them. A frequent experience is that libraries consider their task to provide only those children who can already read.

We often take part in the training and extension-training of kindergarten teachers where we introduce the available childbooks. Authors of child-books also frequently pay visits to the nursery schools. Another problem, concerning the reading of children, is that we are not always able to answer their questions. For instance, even the six years old child is interested in rockets, and we hawe no books to satisfy their curiosity. We tried to consult the publishing houses in this problem. They were ready to give comissions to authors but having received the manuscripts, it turned out, that they were intelligible but for the ten years old and upwards.

Children from the 6-8th classes of the secondary school (age group 12-14) already demand popular science books written for adults, but children's libraries have no capacity for buying such books; they are, therefore, compelled to satisfy such needs by individual or inter-library lending. Such problems, I suppose, are characteristic not only in the GDR; therefore I suggest that in our proposals we should not speak exclusively about our future research intentions; let us speak also about the possibilities of organizing a continuous and mutual exchange of experiences.

NAGY Attila

INVESTIGATION OF EFFECTIVENESS IN A LIBRARY+

/Preliminary report of a longitudinal investigation/

With the increase of investigations of the sociology of reading we get increasingly more information on how definite social strata read, when, what, how much and why, how reading is embedded in their leisure time and to what extent it has become an integral part of their way of living. As for investigations of the psychology of reading, they inform us more emphatically on the influence of spiritual processes and properties, under which works are chosen, understood, evaluated and their spirit entered into. In principle, among a number of decisive factors also the effect of the library is implied - directly or indirectly - by the result of every investigation of the sociology or psychology of reading. However, since investigations are directed at the general, so to say all sociological and psychological problems of reading, we do not treat separately what the library in particular means to the reader. Our research is directed exactly at this idea unexplored so far.

It is naturally obvious that the library takes effect together with other institutions of society, is bound by many a tie to the complicated system of relationships within which it operates.

Primarily one's initial stage, the family background, the occupation of parents, the richness of the permanently surrounding environment in cultural stimuli from early childhood, one's education, place in the division of labour, leisure time that can be spent on culture, the characteristic established way of cognitive activity, the style of processing knowledge and experiences, the prestige of art and science and the book in particular in a given society, stratum or group play an outstanding role in defining a person's cultural - and within this reading - demands, interest, and taste measurable by his capacity for selection.

THE AIM OF THE INVESTIGATION

It is obvious that a radical qualitative change in the formation of readers' demands, interest and taste can be expected only if the whole line

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+ The plan and methods of the investigation were drawn up and elaborated in cooperation with László Halász. The research report containing the putting of questions in detail, the research methods as well as the characteristics of the initial stage has been published in the meantime. László Halász - Attila Nagy: Hatásvizsgálat könyvtárban 1. /Investigation of effectiveness in a library. 1./ Bp. N.P.I. 1974. 152 p.

of effects operates differently from the previous period, i.e. more favourably. Naturally the foregoing do not mean that a single factor may not have at the same time relative independence within the complex line of effects. The question that interests us most is the following: what happens in consequence of the intervention of the library /librarian/ in this line of effects? Our aim is to approach the answer one step at least to the following question: how can a particular - though still modest - surplus be added to the selective, receptive and evaluative activity of the reader by the library, as an institution with definite material and personal conditions, how can this surplus be apprehended? Earlier investigations+ have proved beyond all question that library use implies a particular surplus and a higher level of demands. However, we know little about the particular role played by the library in the creation and accumulation of the indicated cultural pre-eminence.

From the very first do more agile and active people come under the spell of libraries and only increase their original advantage? Or can even the use of the library in itself induce and generate the modification of the structure of tastes and activities?

THE STRATEGY OF INVESTIGATION

They were our basic questions when, in the spring of 1972, we interviewed in extreme detail nearly 400 readers selected at random in two central public libraries of two county seats. Simultaneously we interviewed nearly 200 nonreaders characterized by the same demographical and sociological conditions /on the basis of previously fixed questionnaires/ about the characteristic of their cultural activity. We visited the same persons with the passing of two years. In 1974, again, and by the re-use of the research instruments used on the first occasion we judged the reality of the different degrees of presupposed - or rather desired - changes in favour of the readers, the rise of their demands to a higher level. A considerable part of our efforts was used to collect as various displays of reading people as possible under relatively exact and reproducible circumstances. Accordingly, we tried to enforce the necessary complexity in setting up our investigative apparatus.

This report was compiled after the repetition of the investigation in 1974, however, in the course of its detailed processing. Therefore our initial questions cannot be answered explicitly yet, however, we have formulated some remarkable statements with regard to the surplus of library users, based on the first investigation as well as on the changes already reflected in some cases, depending on the results of the second investigations.

+ Péter Mándi: Könyvolvasás és könyvvásárlás Magyarországon. /Reading and purchase of books in Hungary/. Budapest, KTTK, 1965. István Kamarás - Péter Polónyi: Értelmiség, olvasás, könyvtár. /Intellectuals, reading, library/. Budapest, N.P.I. 1970. Nagy Attila: Közművelődési intézmények járási székhelyeiken. /Institutions of general culture in the chief towns of districts./ Budapest, N.P.I. 1972.

THE RESULTS

We could prove the process of becoming more cultured and the rise of the level of one's demands - if any measurable change can occur with the passage of two years at least - by the content of spending the leisure time, the enrichment of the content of activities above all things. At the start the existing situation had to be explored as exactly as possible, therefore, among other, we asked the interviewees to evaluate from double aspects sixteen kinds of leisure activities and eleven kinds of television programmes:

A: To what extent do they consider as attractive the sixteen kinds of activities as well as eleven television programs enumerated by us?

B: In their opinion what do people think of the pastimes and programs in question in general?

They could express their opinions by giving marks from 1 to 5.

From the very wide range of aspects of analysis only the remarkable differences within groups are emphasized here. The fact that library users set higher value on the study of professional literature, concerts, theatre or literary programs etc. of the television than non-users is not particularly surprising, therefore need not be illustrated by data - among other factors exactly that's why they go to libraries. The way the images of "themselves" and of "others" and the systems of preferences appear in some groups under survey, the two nearly merge into each other or definitely separate, has a diagnostic value in turn.

In the following figures /figs. 1, 2, 3, 4/ always a pair of curves runs together, where one of them /indicated as ———/ represents the averages of group of judments of themselves, while the other /indicated as ----/ represents the imaginary, general images of others. The areas between the curves /hatched fields/ show the relative distance between the two images. A single trend is worthy of attention: The area of fields closed in by the two curves is different in the two groups. For this reason there are occupations which "I" consider generally much more important than "others", e.g. reading, going to theatres and art-exhibitions, at the same time "others" prefer television viewing, cards and match-going.

The marks imply a kind of divergence which creates distance, makes a distinction on the scale of values, however, not in equal measure. In the experimental group /here the hatched fields are larger/ this separating tendency to emphasize themselves and separate themselves from the others by marked features is stronger since examining the average marks of the group we do not find significant difference between evaluations from "A" and "B" aspects in three cases only. In turn,the results of the control group are identical in eight cases, therefore the hatched fields are considerably smaller. That is to say the members of the group which does not go to library feel themselves rather similar to others, more exactly they are less capable of separating their ideas of themselves and of the general "others".

The group of library users is rather willing to widen the gap in double evaluations between "I" and "the others", i.e. their own accepted norms and the others' supposed norms. Namely they do this according to the value of the given possibility of spending the leisure time. If the value is high, their own judgments are more favourable than the others' judgments in their own opinion, if the value is low, they do just the very opposite.

The evaluation of television programs in the experimental group

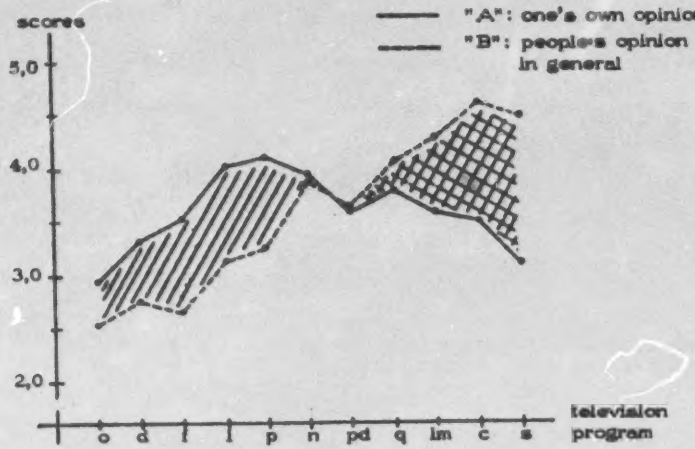


Fig. 1.

The evaluation of television programs in the control group

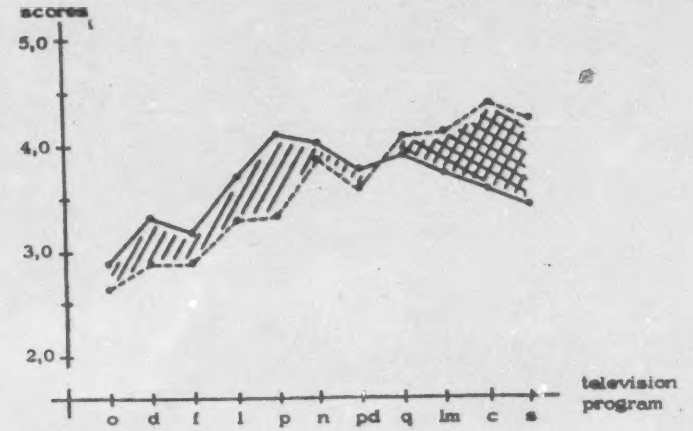
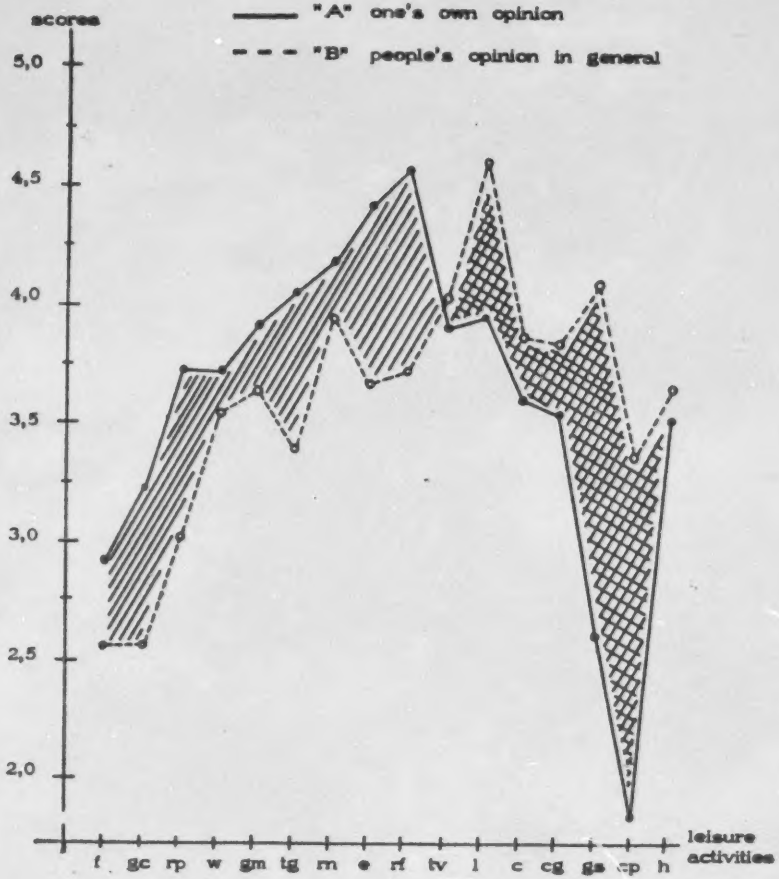


Fig. 2.

o	opera, concert	n	news
d	documentary-sociography	pd	public debates
f	fine arts	q	quiz programs
l	literary program	lm	light music, shows
p	programs popularizing scientific knowledge	c	crime stories
		s	sports events

The evaluation of leisure activities in the experimental group



f	fine arts	tg	theatre-going	l	listening-in
gc	going to concerts	m	reading of newspapers	c	conversation
rp	reading of professional lit.	e	excursion (sport)	cg	cinema-going
w	walking	rf	reading of fiction	gs	going to sports events
gm	going to museums	tv	television viewing	cp	card-playing
				h	handicrafts

Fig. 3.

The evaluation of leisure activities in the control group

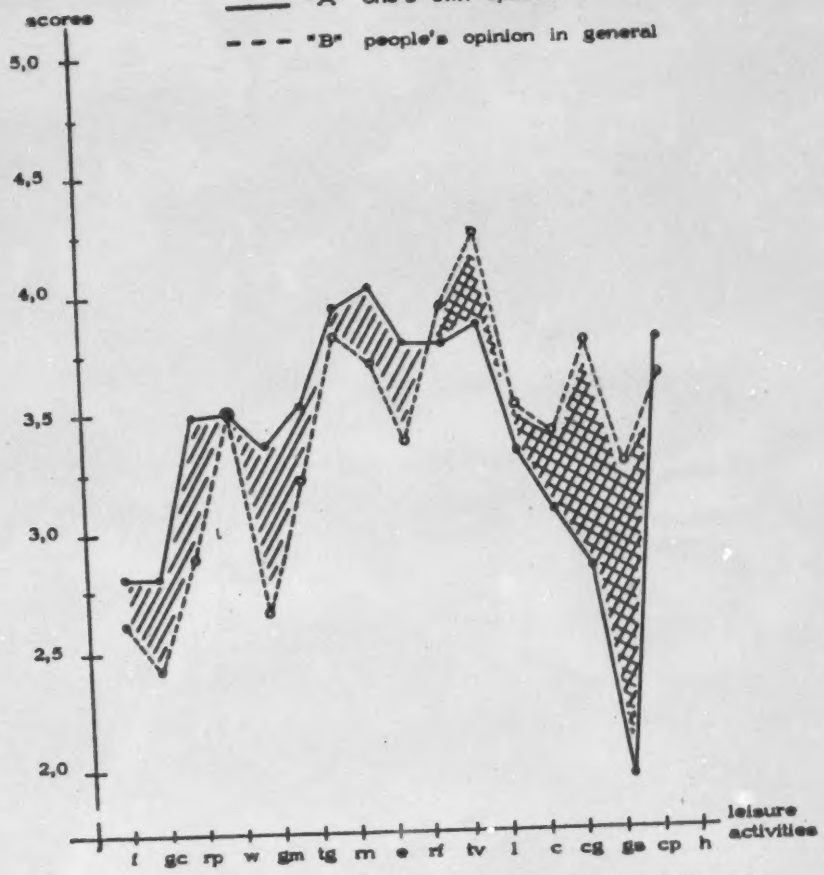


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Fig. 4.

Accordingly, the members of the experimental group imply a more definite profile, a more characteristic and differentiated system of cultural values even in the initial stage.

In 1972 and 1974 alike a complete time budget of two days of every interviewee /their worktime and leisure time on a Wednesday and a Sunday/ was compiled. Even the first investigation showed marked differences which have not levelled up in the course of two years but have become even more marked.

The non-users are characterized by a kind of more measured, airier, more leisure way of living while the library users in the experimental group are characterized by the more stressed, denser structure of activities and more substantial use of time.

The persons in the control group sleep more, wash and breakfast more leisurely /physiological activities/, at the same time undertake less housework and the time frame of cultural activities is narrower.

Examining the first structuring of the system of cultural activities we may state that time spent on television viewing on Wednesday was increased in both groups nearly in equal measure /15-20 minutes/ but the column for Sunday grew only in the case of non-readers. This growth is worthy of attention because the original level /2,22 hours per capita/ was rather high /fig.5./.

This occurence in the opposite with regard to time spent on reading books and journals. Here the originally existing surplus characteristic of library users does not change conspicuously, however, above the level of perceptibility. Library readers read for three-quarters instead of half-hour on weekdays while the control ensemble retains the original half-hour. On Sunday practically both groups remained true to their character and retained the 30-minute difference as well.

Hence the reality of the attitude setting significantly higher value on fiction and professional literature is controllable in the experimental group- let us recall the preceding page - since the time spent on reading on Sundays is about twice as much as in the case of the control group.

The picture becomes richer if, in addition to differences of time frames, we study the actual reading material on Sundays, also broken down into categories. We have accurately recorded and arranged into categories what our interviewees read on the given day under survey in 1972 and 1974 alike. After the systematic comparison of the data we may confirm that library users do not read books simply longer on days of rest but the level of their choice is considerably higher as can be read in the detailed comparisons by categories and groups. Moreover, with the passing of two years, original differences increased primarily as far as modern, artistical fiction and educational works of scientific level are concerned, that is the gap between tastes manifest in the ability to choose widened even farther.

The above-mentioned qualitative differences in the structure of reading material are corroborated by the lines of data compiled with regard to the content of private libraries. The questionnaires of the first investigation inquired about the quantity of these works only. However, since here we did not find essential differences characteristic of individual groups, at the same time the otherness of the structure of the reading material was striking even

then - in the course of the second investigation it seemed desirable to inquire about the quality and content over and above quantity.

With this end in view we compiled a list of thirty items, indicating the authors /without the titles of works/ for a greater part and the interviewees were requested to fill in the titles they owned - if any - by the authors in question.

The average time per capita spent on television viewing as well as reading of books and journals broken down into groups

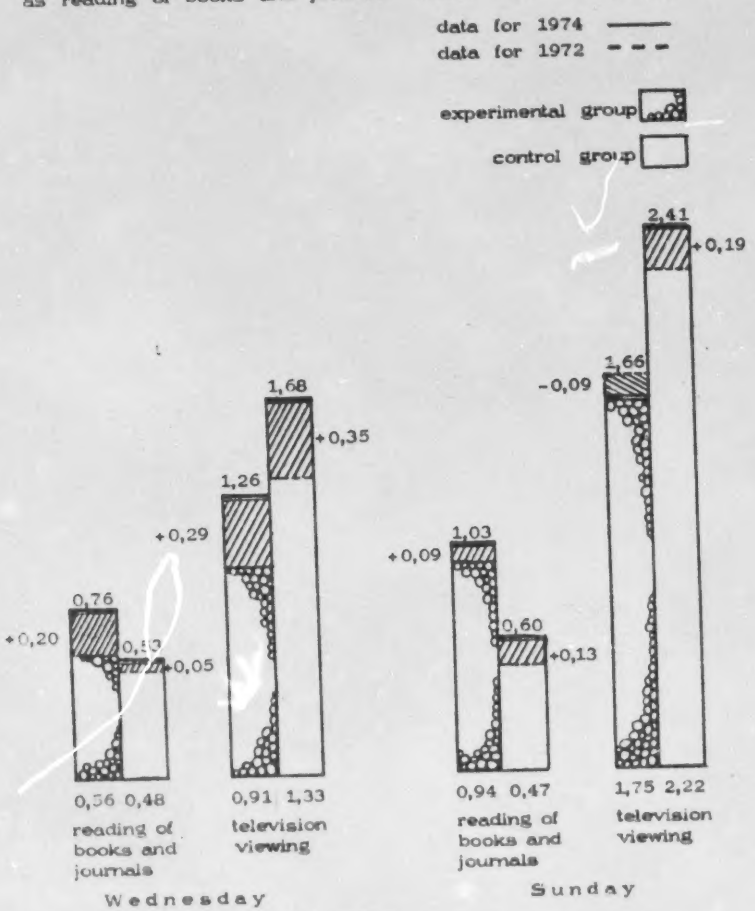

Fig. 5.

After the summary of information gained in this way we may conclude - without giving full details of the data- : not the proportion of /aesthetically less valuable/ lecture or realistic-classics is decisive for as it happens their number was almost the same nearly in every case in both groups. The frequency of the presence of contemporary valuable fiction /Böll, Bulgakov, Faulkner, Gyula Illés, Evtusenko, László Nagy, István Örkény, Remarque, Sánta, etc./ as well as handbooks /encyclopedias, dictionaries/ and technical/ trade books confirmed the markedly divergent composition of the reading material of individual groups which became known earlier, the differences in taste objectified in actual choice /reading and purchase/.

SUMMARY AND PERSPECTIVES

As we have striven to illustrate it on the preceding pages, the actual surplus of library users already existed in initial stage and can be accounted for neither simply by the differences in the social situation, moreover, library use somehow implies the accumulation of surplus - partly as a cause. After the partial processing and interpretation of our data, naturally there will be a more favourable chance to answer this last range of questions more substantially.

We have not entertained ardent hopes of the autonomous effect of the library at the beginning of our work either, at the same time we have already got an appropriate number of strong proofs to refute complete ineffectiveness. Still, let us stray from the point a bit in another direction in conclusion. What can cause changes of different nature and measure in leisure activities and the rise of the level of taste for fiction in addition to the intensive effect of the library and librarians?

Unfortunately in the course of the first investigation /in 1972/ we have not inquired about the interviewees' perspectives and objectives. However, we managed to do it in 1974 in the following manner: "Please tell us in short how do you imagine your life after 10 years?"

The most important tendencies of the analysis of the content of informal answers to the open-ended question may be summarized as follows:

The non-users wish the significant improvement of living standards /furnishings, car etc./, the increase of leisure time and general human prosperity /calmness, harmonic life, happiness, etc./ in the future.

While the members of the experimental group - retaining the foregoing - spoke about their aspirations related to their work, advancement, learning, even academic degrees, and social activity more frequently.

Hence not the existence of perspectives or the lack of them characterizes the contrast between the two groups. A more rational and resolute ensemble - showing greater "achievement motivation", psychologically speaking - and formulating a more clear-cut picture of the future stands opposite to a group which dreams of a better, easier future without efforts, it is more passive, it wants to act even less than at present - let us recall the data of the time budget -, chooses less on a lower level and presumably shows less "achievement motivation".

The psychological investigations confirmed many times the vital importance of the motivational system in apprehending the basis of personality structure, the difficulties of amendment as well as the particular nature of its development which is linked with childhood.

Well, if the "library" really wants to be effective, inevitably it must join the intensive childhood factors of socialization, as early as possible, and for as many children as possible. With this end in view much more well-equipped and more attractive children's and school libraries are needed - naturally in harmony with the development of the network of kindergartens and primary schools developing and modernized more rapidly than the present rate if we want to see youth and adults actively improve their mind, choose and judge on a high level and be able to recognize the good and the bad, valuable definitely.

Another important condition of the grafting of achievement motivation and its spreading by "infection" is attachment to persons, direct regular interpersonal relationship with sympathetic, cultured personalities worthy of imitation, who can and will want to mediate.

Are the human conditions of intensive effect fulfilled, are reference libraries suitable and prepared to the mediator's role, which is to plant and to develop motives, aims, efforts and stimuli?

ADDITIONAL STATEMENT

You have perhaps also noticed that there is one common point in criticism concerning psychological and sociological investigations. A psychological investigation tries to measure the interests, the motivation and the intelligence of a person, while a sociological investigation tries to size up some social phenomena. In fact the same thing happens in both cases: we make a rigid snapshot out of the changing reality. Snapshots of course have their significance in grasping reality, but a comprehension of the movement itself, measuring its direction and speed, would be much more important. It is the psychologist's task to study the improvability of the given personality, by way of his creativity. Now the sociologist is doing exactly the same when sizing up and trying to detect these movements. The movement once grasped, predictions may be stated. As yet, our achievements have no historical value. My investigation going on at present tries to create itself its own history, and at the same time, undertakes the revelation of the moment. This work has much in common with that performed by the Slovakian colleagues in Kriva village.

To complete my paper, we offered a diagram, drawing the attention to one single tendency. Carrying out our survey, we could detect a strong tendency towards the realities both in the experimental and the control group. In comparison with the data of the year 1972 the interviewed subject in 1974 set a higher value on the news and document-plays of the TV programmes and among their leisure activities they appreciated more the reading of specialized literature.

The library statistics have already shown that the use of specialized literature is rising; in some cases we could even hear about unsatisfied needs in this field. Papers of our Estonian and GDR colleagues also mention similar phenomena.

On the last pages of my paper I am speaking of the long range objectives of the persons investigated. These people, marching along their way of life, listen to various musics, various systems of standards. When trying to manipulate - in a good sense of the word - the library readers, we either suggest them this or that book, or try to change their inner music and system of standards, that is we would like to modificate the motivation or the goals. Non wich method is more effective? That is the question.

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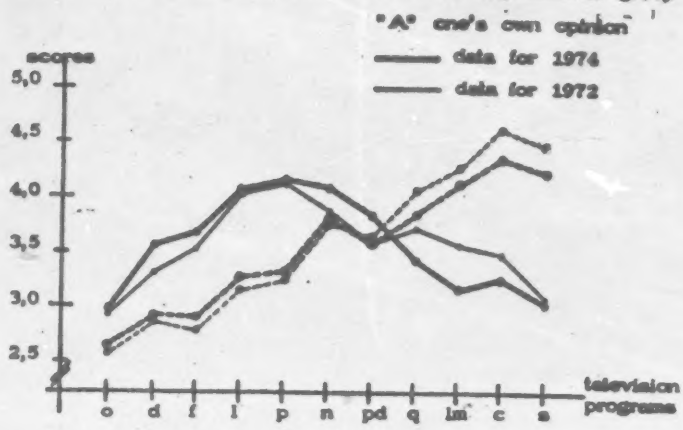
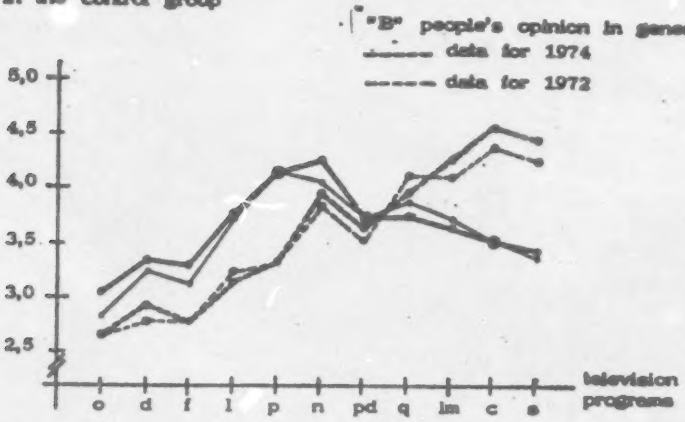
The evaluation of television programs in the experimental group



— in the control group



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Attila Nagy: Investigation of effectiveness in a library (Fig. 1-2.)

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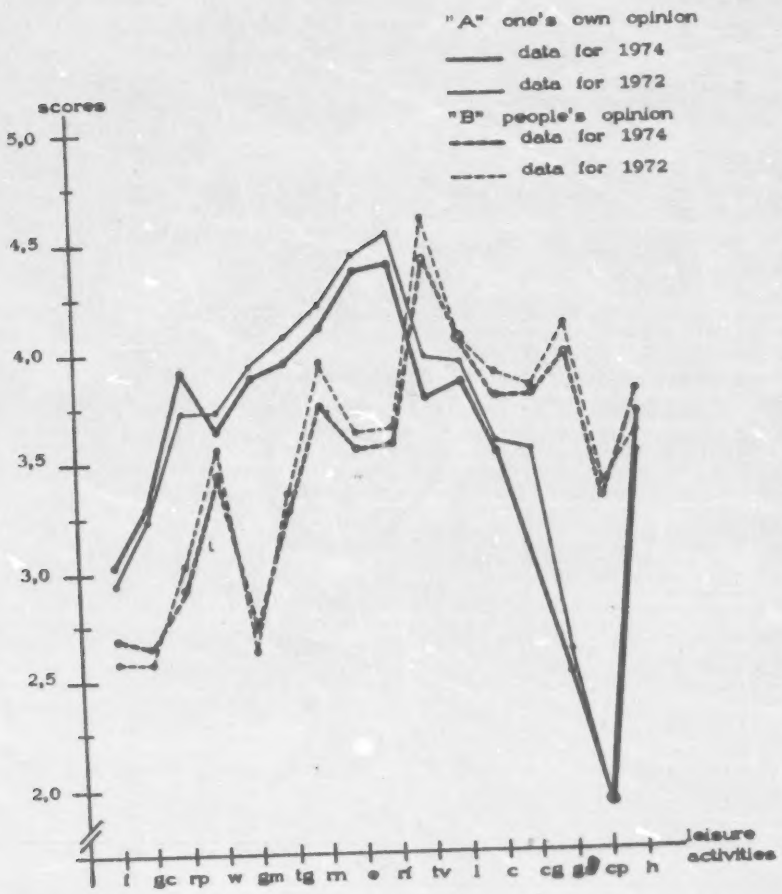
The evaluation of leisure activities in the experimental group



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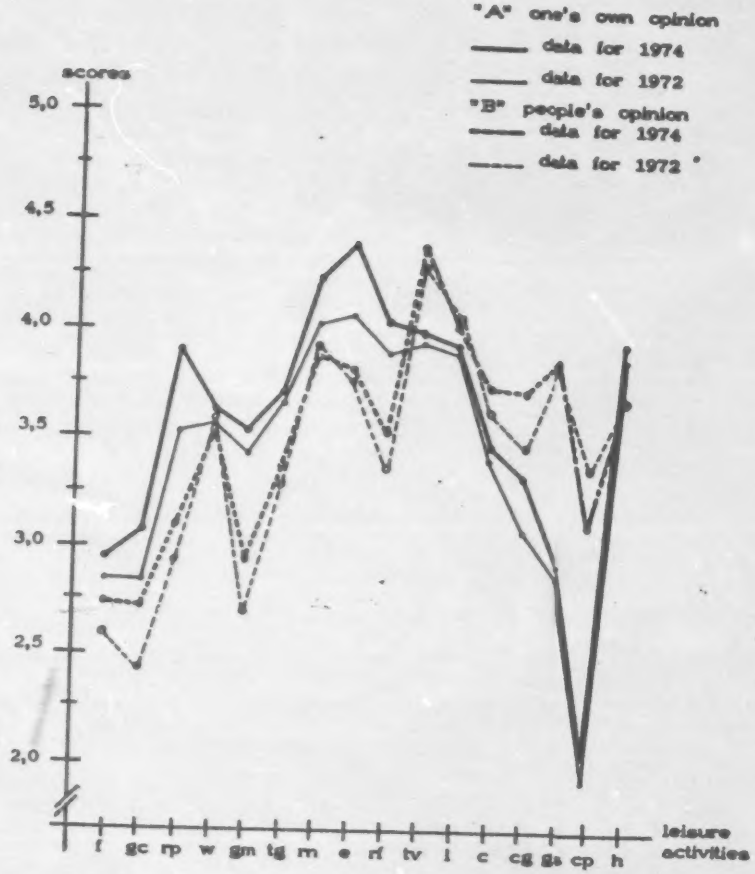
Attila Nagy: Investigation of effectiveness in a library (Fig. 3.)

The evaluations of leisure activities in the control group



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Attila Nagy: Investigation of effectiveness in a library (Fig. 4.)

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WEISS, Margot

ON THE ACTIVITIES OF CENTRAL LIBRARIES WORKING WITHIN VILLAGE ASSOCIATIONS

THE CREATION OF VILLAGE ASSOCIATIONS AND THE WORK OF CENTRAL LIBRARIES WITHIN THE VILLAGE ASSOCIATIONS

THE ESTABLISHMENT OF VILLAGE ASSOCIATIONS - DEVELOPMENT AND AIMS

In order to be in a position to accomplish the essential task set by the 8th Congress of the Socialist Unity Party of Germany one needs a highly developed and intensive socialist agriculture which

- produces with industrial methods,
- ensures the stable supply of the population and an improvement of the quality of life,
- promotes a planned and proportional development of economy.

The differences between urban and rural areas are gradually compensated by means of the increasing degree of socialization and the change in the quality of work. Also the class and social relations, the conditions of work and life and the creative development of the personality are also undergoing changes.

The achievement of that aim will be a complicated and lasting historical process. The set tasks cannot be accomplished within the existing structure of towns and villages in consideration of their possibilities. In 1972 there were 8.777 towns and villages in the G.D.R. 85 percent of them has less than 2.000 inhabitants and 50 percent less than 500 inhabitants. These facts emphasize the necessity of enforcing the establishment of village associations. Important decisions have been made and the legal foundation has been laid by the party and the goverment.

Village associations represent a mode of socialist team work that comprises all fields of social life. Towns and villages which retain their jurisdictional autonomy work together on the basis of their local representations. The establishment is carried out on a voluntary basis. In order to organize and coordinate their work, the representations of the towns and villages set up a council of the village associations which is functioning as a collective organ, responsible to the local representations. At the end of December, 1973, there existed already 244 village associations in the rural regions of the G.D.R. With nearly 1.8 million inhabitants they comprise 21 percent of the town and villages. This process is going on at a different rate, of course. Consequently we have a fairly differentiated image of the developmental stages, which comprises the already existing village associations of model quality to those only starting development.

1.2. THE DEVELOPMENT OF CENTRAL LIBRARIES WITHIN VILLAGE ASSOCIATIONS

Central libraries /CL/ have been in existence for nearly twelve years since the time of the socialist transformation of the countryside. They are professionally managed libraries for the inhabitants of the place in question and institutions for insructing and supplying the non-professionally managed village libraries /in villages and settlements/ with literature. They comprise averagely 5 to 8 villages with 4 to 7 thousand inhabitants within their field of work. The establishment of village associations /VA/ necessitated the analysis of the activities of the public libraries in the countryside, especially the existing CLs with the aim of testing their ability as CLs within the VAs.

The main points in this connection were:

- to settle down the CL into the total process of political, economic and intellectual-cultural development within the VA.
- to intensify the forms and methods of work and to raise the efficiency of the CL in order to meet the demands of the users in a quantitatively and qualitatively better way.
- to direct the activities of planning and management to the new methods of cooperation and to increase the financial means.
- to examine the sites of CLs and to locate them in the social centres.

2. POSSIBILITIES FOR INVESTIGATIONS INTO MEETING THE USERS DEMANDS FOR CENTRAL LIBRARIES WORKING IN VILLAGE ASSOCIATIONS

2.1. FUNDAMENTAL NOTES ON THE RESEARCH ACTIVITY OF PUBLIC LIBRARIES IN VILLAGE ASSOCIATIONS

The changes occurring in the countryside are extremely strongly felt. They are also a very interesting field for sociological surveys in rural areas.

- In connection with the evaluation of the working standards in public libraries, it is not only important, on the results at hand, to base statistical inquiries and experiences, but, in the first line, to reveal new tendencies which are of concern for the future development of those areas and the people living and working there.
- Therefore it is necessary to aim at the village associations which are already advanced and to use them as fields of investigation.
- Hypotheses relating to the development of rural librarianship must be the starting point at the stage of the development of VAs, which are characterized by cooperation, industrial methods of production, the further development of socialist democracy, higher level of education and the educational standard of workers in agricultural enterprises.
- The requirements of literature and information on literature, users demands and expectations, the satisfaction of justified wishes, the whole process of communication that is going on in the library and in connection with the use of literature must be regarded in this respect.
- Not only the unfulfilled requests have to be included but also the whole demand for literature and information on literature. We are obliged to pay attention to the users of the CLs, and at the same time also to non-users

of our institutions, in particular those inhabitants in the village associations who are actively participating in the social development within the village association by their work and their achievement. In this respect it is of relevance to make comparisons between the proportion of users and non-users of public libraries.

2.2 CARRYING OUT A TEST INVESTIGATION IN CENTRAL LIBRARIES AS PREPARATORY WORK FOR A FUTURE MAJOR INVESTIGATION

The test investigation was carried out during a period, then immediate preparations for the communal elections were taking place in the G.D.R., i.e. during a time of increased political activity, public accounts and meetings. It seemed suitable to discuss the work of the CLs as well. The local activity of the CL was of primary interest. 7 CLs were chosen in places of different size and structure with populations between 600 and 6.000. Such places are in question where industrial forms of production have already been introduced and social life oriented at progressive aims. All the CLs were professionally managed. Their results can be positively evaluated. The head librarians belong to those who do active social work and have a mind open to the set of problems connected with village associations. The users of the CLs are the following: averagely 600 to 8 0, about 45 percent children, 17 percent young people and 39 percent adults above the age of 18. The proportion of the CL users to the total number of the population on the average is about 38 percent. There is a comprehensive and detailed factual material about the chosen places, elaborated in cooperation with the local councils.

Our project - interviews with users and non-users of CLs - was aimed at supplementing and evaluating the result from the librarian's point of view.

3. RESULTS OF THE INTERVIEWS WITH USERS AND NON-USERS OF THE CENTRAL LIBRARIES

3.1. AIMS AND STARTING-POINTS

Starting from the present state of the CL in the VA and from conditions and perspectives, we wanted to get insight into the relationship between literature and library use. The means and ways to occupy with reading, the motivations that lead to occupation with literature and the possibilities of acquiring literature in the countryside had to be brought to light. Besides the personal data of the users also their reasons for not using libraries had to be recorded. Moreover the evaluation of library work by users had to be found out. Interviews, individual talks with users and non-users of the CLs were used. The non-users had to be argued to library use as far as possible. The heads of the CLs functioned as interviewers.

A questionnaire had been worked out in order to have a model for the interviews and to ensure uniform principles of interpretation. The record list had to be precisely filled in at THE END OF THE INTERVIEW /cf. supplement/. During the talks notes could be made.

The partners of the interviews were apprentices and professional persons, having their dwellings in the chosen seven places. The interviews were carried out between April and the middle of May, 1974. The analysis was done manually. To characterize the interviewed persons here are some summarized remarks: Talks were held with 577 apprentices and professional persons

Users of CLs 302
Non-users 275
/3 lists void/. About three quarters of the interview partners were under 45. The older age group is less represented. 50.1 percent were males, 49,9 percent females.

Regarding the field the interview partners were working in, the group of workers in the material production took the lead /32.8 percent: users 35.7 percent, non-users 29.4 percent/. They are followed by those who work in agriculture, food industry and forestry. As a result we obtained a representative cross-section of population, e.g. national education, trade, provision, service, public health, administration, local government and armed forces were represented almost equally /5.9 percent, 5.5 percent, 5.4 percent/.

The educational level seems to be of special interest. The questioned persons were asked about the highest level of their education. Of the 577 answers the proportion of those having less than eight forms and still employed as unskilled workers amounts to a minimum of 4.3 percent. In most cases they are older inhabitants. In comparison the skilled workers are predominant, their percentage is 42,3. 19,6 percent possesses a school-leaving examination of a vocational school or college. 7 percent of the questioned persons were engaged in continued education that would end with a public examination. 12,3 percent tried to obtain professional training by means of continued education. With this end of view strong efforts are made by the academies of industrial firms, agricultural cooperatives, agricultural schools and the like. Besides these continual professional courses, political instructions and classes of the party are made use of.

A permanent demand for continued education rises from the advanced industrialization of agricultural production and the increase of general education as well as from the active participation in social bodies and functions.

3.2 ON THE EDUCATIONAL PROCESS IN THE COUNTRYSIDE

The educational process is making quick progress also in the countryside and must be reckoned with as a permanent motivation in library use. With regard to the supply of special professional literature and information, a fundamental support by public libraries is necessary as well as division of labour and cooperation with research libraries is necessary.

3.3 ON THE DEMANDS FOR PROFESSIONAL EDUCATION /PART 3 OF THE QUESTIONNAIRE/

The motivations in the supply of professional literature and non-fiction are primarily determined by the targets of education and continued education

as well as non-professional reasons. Textbook, materials for extramural studies and pamphlets are made available besides.

During the interviews

Total	CL-users	non-users of CLs
55.8 p.c.	63.9 p.c.	46.9 p.c.

expressed demands for literature with a view to education, continued education and profession /more than one purpose was possible/.

The distribution of this amount is the following:

	Total	CL-users /Percentage/	non-users of CLs
professional education	16.8	11.5	11.6
continued education	12.7	15.5	9.5
study	4.3	6.2	2.2
professional work	31.5	36.1	26.5

The profession learned and followed in reality were fixed in order to supplement this complex. We refrained from grouping them into a quantitative order. The survey showed that in general the questioned persons followed their learned professions. Only a tendency to further qualification or taking of a more responsible position was observed in a proportion of the interview partners.

3.4. ON THE DEMANDS FOR GENERAL EDUCATION AND SPARE TIME PLANNING

Individual inclinations, talents and efforts are expressed not only in professional activity. They have also other aspects in the field outside the professional sphere which we call somewhat incorrectly "spare time sphere". For this very reason spare time is also utilized for the discharge of necessary and life-ensuring duties as well as to gain substantial experiences of many types. The wish for participation in the complexity of intellectual and cultural life becomes evident through it. For that reason, in the interview television was often referred to, since it plays a tremendous role especially for the rural population as it confers popular knowledge and fine arts in a manifold manner.

Part 5 of the questionnaire inquires about such purposes of the use of literature which are in the first place related to spare time occupations and therefore the immediate object of the individual's free decision in a higher degree. 90.2 percent of the interview partners use literature for entertainment and relaxation purposes as well as for occupation in definite fields of interest and for instruction and guidance in the domestic sphere. Non-fiction has priority in that case. The portion of CL-users who read for leisure time purposes even amounts to 98.6 percent.

Part 5.1. deals primarily with the reading of fiction and suggests a closer relationship and more intensive reception of imaginative literature by CL-users. The pleasure found in the reading of fiction is often related to the artistic treatment, which can be found in other genres of fine arts as well. Special investigations ought to be made on this subject in order to

reveal more than the existing few data. The high proportion of reading in leisure time can be evaluated positively for the countryside.

With regard to work with fiction, the further development of receptive abilities will have to be emphasized. The transmission of the knowledge in literature and literary history should be the next step.

3.5 RESULTS OF THE ACQUISITION OF LITERATURE

Let us see the initial question put at the beginning of the conversation:

What do you read:	Newspapers	Journals	Books
	Percentage		
Total number	95.1	81.1	82.0
CL-users	94.4	83.3	96.6
Non-users of CL	96.4	73.1	65.1

These figures express a keen interest in the occupation with literature. Consequently the question arises: Where do the inhabitants get information on published literature and acquire this information from? After all the 87.3 percent of those who are informed is a fairly high proportion. Divided into CL-users /97 percent/ and non-users of CL /76.1 percent/ the fact that CL-users can take much advantage of their contact with the library and show more interest is once more confirmed. e.g. 51.3 percent CL-users and 9.5 percent non-users of CL. In the order of sources mass media take the lead - press, radio and television account for 51.8 percent, followed by book trade with 33.6 percent and finally libraries and information centres with 31.4 percent. The role of individual conversations is considerable, amounting to 27.2 percent.

The question must be seen against this background, in which the population in the VA is supplied with literature. Let us examine this process at first without the cooperation of libraries. Do they buy literature or borrow it from friends and colleagues? What about the possibilities of purchase? Most of the CLs have taken over the sale of literature on the basis of contracts entered into with the national book trade. The range of titles and the actuality of the book supply are insufficient alike in the rural bookshops. 76 percent of the questioned persons replied that they bought books.
The survey of the acquisition by means of purchase and loans from private persons is based on part 8 of the questionnaire.

	Total number	CL-users	Non-users
	Percentage		
8.1 by loans from friends and colleagues	27.0	28.8	25.1
8.2 by purchase	65.5	73.5	56.7
- at the dwelling place	17.9	23.5	11.6
- at the neighbouring town	38.6	44.5	32.4
- mail-order book trade	13.2	13.5	12.7

The possibilities of the supply of libraries have been neglected temporarily hitherto. The shares are different in individual places. It is typical again here that CL-users are keener buyers of books. Thus their share is considerably high. A similar proportion can be observed in the acquisition of journals. The assortment of the periodical stock in a CL ought to be enlarged. As

to the supply of daily newspapers, subscriptions unquestionably take the lead. In that respect the use of libraries other than CLs must not be left out of consideration. We have already referred to the fact that 55.1 percent of the interviewed persons were library users. Nearly all of them used the CLs. According to the structure of the territory, some of them also visited the village library, partly also the regional library, i.e. libraries belonging to the network of public libraries, the most important sources of the acquisition of literature in this regional framework.

3.6 RESULTS OF THE EVALUATION OF THE WORK OF CENTRAL LIBRARIES

Finally the following question was put to the non-users of the CLs; "Why don't you use the CL?" 90 percent of the questioned persons replied to the question while 9.8 percent did not give reasons.

A literal reproduction of the texts is not possible here, we had to form groups. In summary, the following main reasons can be mentioned: private book collections, lack of time, of interest in library use, long distances, unsuitable opening hours, imperfect information on the CL, "co-readers" with family members registered as users.

ON ADVERTISING LIBRARY USE

Of the 275 non-users of CL 109 would be won as library users /39.6 percent of the interview partners/.

The users were invited to express their opinion of the library, how they evaluated the CL's work. As a rule, the users rated the present state of the development of the CL and did not adjust their demands on the CL to future standards. Though this point of view ought to be desirable. Lacking possibilities of comparison with the work of other libraries, uncertainties in the evaluation of the services, lacking critical reflection lead to satisfaction with unsufficient conditions. Let us see the opinions of questioned readers in the seven CLs. 51.3 percent spoke of regular use, 48.7 percent only of a casual one. Also the opinions of the questions of detail related to library use had to be grouped.

	The users' opinion of the CLs stock:	Opinions of the services:
	/Percentage/	
12.1 Praise	11.9	26.5
Satisfaction	65.6	59.2
Restraint	16.2	4.0
No answer	6.3	10.3

There are also connecting lines with part 4. In this case the interview partners were invited to name literature respectively fields important and necessary for them. 353 persons expressed concrete demands. In particular, literature belonging to the groups of agricultural technology, automobile technology and economy was ahead. The wishes for fiction were expressed in a very general form.

Obviously, the opening hours of the CLs just meet the requirements at present.

Praise	6.3 percent
Satisfaction	78.5 -"-
Restraint	2.3 -"-

There were only a few detailed remarks referring to the possibilities of visiting and working in the evenings or on Saturdays, to sufficient space and equipment for reading and study in the library. Merely young readers, 30.8 percent of the users, made justified demands, also with regard to information on the stock. The youth welcomed the introduction of record lending and the like in the CLs in particular.

The evaluation of activities with regard to arrangements was poor, though 79.8 percent of the users expressed pleasure in literary discussions.

4. RESULTS AND CONCLUSIONS FOR FURTHER RESEARCH ACTIVITY

The interviews made with CL-users and non-users provided us with new insights and impulses in consideration of work in the countryside. The personal engagement of the librarians in the interviews has been profitable for their work and position in the VA, important for their knowledge of the population's requirements. The attitude of the interview partners was communicative, impartial and open-minded.
We have to conclude that the applied method implied a certain risk with respect to objectivity and reliability. In the course of the investigation these scruples proved to be objectless though the critical remark must be made that for a basic investigation some of the questions must be formulated more exactly in order to ensure the precision of data in a comprehensive and uniform manner. A major investigation would be possible by means of that conversational analysis. A representativeness could be achieved by exactly meeting the demands of sociological methodology.
Sociological work based on these surveys must examine the processes of further development more thoroughly and offer practice as foundations for perspective work of the libraries with their users by fundamental theoretical premises.

We start from the fact that demands are made on literature and library use which result from social development and its aims as well as from requirements which originate in the development of personality, the individuality of personality, the personality in collectives and society. Public libraries have to meet this complex of requirements by all means in satisfying the demands. These principles hold good even for the smallest institution. It is a question of specialization and cooperation of shaping the contents and the organization of library work, to what extent and level demands are satisfied by the individual library.

ADDITIONAL STATEMENT

Our investigations on library attendance were carried out in village communities (Gemeindeverbänder). There books and library services have an emphatic importance in the development of personalities, considering that the population has to overtake a serious handicap. They have to work according to new requirements, wich means new tasks for the libraries, too. In our experiment we were using guided conservations to get acquainted with the needs of the future.

First of all we conducted conversations with librarians, who know many people, but we had conversation with students, too. My paper contains a part of our achievements, We made clear that lots of needs concerning library use must be satisfied.

MARUNIAK, Peter and collective

SOME RESULTS OF THE RESEARCH INTO READER NEEDS IN SLOVAKIA

/On the basis of the investigations carried out in the village Krivá/

Our short paper is to give account of some results of two surveys carried out in the village Krivá in 1961-62 and 1970.

There are two reasons for giving account of these surveys of all:

- Slovakia - as is known - was constituted as an economically and culturally least developed part of Czechoslovakia. The area in the county Árva, where also the village Krivá is situated, was the most backward even within Slovakia itself. Therefore the impact of socialist social changes was most marked exactly here, which is corroborated also by the results yielded by the research into reader needs.
- In the village Krivá two analogous investigations were carried out in the same decade, which makes comparations possible. In both investigations two main questions and problems were taken into consideration:

a/ the economic, political, cultural and demographical characteristics of the village Krivá.
b/ the library of the village Krivá,
c/ reader needs in the village Krivá.

SHORT DESCRIPTION OF THE VILLAGE

The expressly agricultural character originating in the past of Árva began to change only after the liberation in 1945 and, in particular, after 1948 when the working class came to complete power.
Despite these changes the village Krivá preserved its agricultural character at the time of both surveys even though the majority of the population worked in different branches of economy within and without the village. The constantly increasing incomes, the improvement of housing, the equipment of households with machines, the raising of the level of education all testify the raising of the standard of living and culture of the population. Cultural and social life in the village is to a certain extent limited owing to disadvantageous conditions of culture. The only institution provided with funds for its own activity was the public library.

LIBRARIES OF THE VILLAGE

Apart from the local public library there are some further libraries in the village Krivá.

Through 1961-66 the book stock of the local public library improved as for its quantity and quality alike. In 1967 the local public library became a branch of the Central Library of Podbiel.

READERS IN THE LOCAL PUBLIC LIBRARY OF THE VILLAGE KRIVÁ:

In 1960 there were 143 enrolled readers /22 percent of the total population/, 62 of whom were under the age of 14. In 1970 there were 127 recorded readers /77 of them under 15/. This relative decrease is to a certain extent explained by some interesting factors related to the use of the library, discovered by the investigation repeated in 1970:

- out of 90 respondents only 15 persons visited the library, i.e. 16,6 percent,
- 30 respondents /33.3 percent/ replied that some member of the family /usually children or brothers and sisters/ went to the local public library and took books home to be read by the other family members,
- 9 respondents /10.0 percent/ borrowed books from some other library,
- 20 respondents /22.2 percent/ read only their own books,
- 9 respondents /10.0 percent/ borrowed books from their acquaintances,
- 7 respondents /7.7 percent/ gave other reasons for not going to the library, e.g. lack of time, etc.

Both surveys confirmed that youth under 15 constituted the most significant group of readers in the village Kriva.

The majority of male readers changed in favour of female readers. In 1960 there were 55 males and 26 males, in 1970, however, 14 males and 10 females.

According to occupation, in 1960 most readers were workers /28/ and agricultural workers /26/ 15 employees and 12 other. The number of agricultural workers and workers between 1963 and 1969 was about equal. There were less employees, which is explained by the fact that their majority had secondary qualifications and owned their own libraries.

LOANS IN THE LIBRARY

Loans and the attendance of libraries in the country is to a certain extent connected with seasons and agricultural works. This holds good of the village Kriva, too. In April there is a decrease which ends only in October. Contrarily, the most intensive activity is observable from November to March. The fact discovered in 1961-62, i.e. that the workers of the cooperatives had more time for reading even during the summer months after the establishment of the Uniform Agricultural Cooperative was valid in 1970, too, even though the number of loans, fluctuates to a considerable extent this time, according to agricultural works in each month.

In 1961 there were 22.4 books /loans/ per reader /5.0 per inhabitant/. In 1970 there were 20.6 loans per reader /3.8 per inhabitant/. The recorded

data clearly show certain decrease as against 1960. However, this decrease does by no means show that less is read in the village Krivá after 10 years. A member of a family /e.g. children or brothers/ supply also the other members of the family with reading matter. Some citizens use libraries outside the village /the central or district library/. Also the stock of private libraries has grown. E.g. the survey of 1970 showed that out of 90 respondents only 15 went to the library but they supplied 94 inhabitants with books from the local public library.

PRIVATE LIBRARIES IN THE VILLAGE KRIVÁ

Both surveys /both 1961/62 and 1970/ were directed at private libraries which have become significant sources of literature in recent times from the viewpoint of the new acquisitions for owners of private libraries and other citizens alike. While in 1961 there were 15 books per inhabitant under survey /173 in all/, in 1970 there were 53 books /110 inhabitants/. The supplementary data on private libraries in 1962/69 showed that respondents bought more and more books year by year. Thus, in 1962,23 out of 65 families that possessed libraries /38.3 percent/ did not buy a single copy. On the other hand, in 1969 there were only 9 families /15.0 percent/ that bought nothing. Six families /10.0 percent/ that bought 6-10 books in 1962 increased their purchases to 13 books in 1968 /21.7 percent/. In 1962 there was not a single family that bought 16-20 books, while in 1969 there were three such families. This upward tendency is not reflected by the increased number of books only but also the yearly increasing funds the readers are "willing" to spend on books. While in 1962 11 families bought books to the tune of Kčs 20, in 1969 there were only two such families. In 1962 one family bought books to the tune of Kčs 15-200 there was no such family in 1969, on the other hand there were already five families in 1969 that bought books.

The increased interest shown in books in the village Krivá is more expressly shown by the summarized sums spent by 60 households on books in each year: from 1953 to 1961 this sum amounted to Kčs 9.789, while in 1969, during a single year, this sum amounted to Kčs 8.935.

Having come to the end of this part, we may conclude that quantitative and qualitative increase during the past ten years is most clearly shown by the private libraries of Krivá. They became significant factors of the readers' interests and this is shown not only by the use of several libraries but also by the attention shown to new publications and the lending of books to relatives. The Hviezdoslav Library is very popular even now, moreover the number of the members of the Association of the Friends of the Beautiful Books /SPKK/ has increased.

As for the types of books, fiction is predominant in private libraries. In selection the taste of the possessors of private libraries and the needs of youth are dominant.

Professional literature is represented to a less extent in private libraries. Here we mean agricultural and technical literature in the first place. The investigations of the private libraries in Krivá in 1961-1970 let us evaluate positively the activity of the reading population and the results of this testify that the level of culture has been raised along the lines of reader needs.

READER NEEDS IN KRIVÁ

Significant value is attributed to the research into reader needs in Slovakia. This kind of research lets us know the following:

a/ an important part of the culture and standard of living of our people, the style of living and development of the citizens,

b/ the situation of reader needs in complex mass culture at present as well as in society and other interactions and their constituents,

c/ the development of reader needs dependent on age and in the development of the human psyche, as a function of the structure of activity /class and social structure/ dependent on geographical and demographical factors which enable us to improve the education of society.

In the repeated survey - reader needs - in 1970 it was our presupposition that the general development of Krivá in the recent 10 years has influenced also the reading needs of the population. The presupposition was based upon the aim to expand readers, interests and to improve growth. Also the increase of the stock of public and private libraries, the frequency as well as the content of loans entitled us to this working hypothesis.

THE DEVELOPMENT OF READER NEEDS IN KRIVÁ

In the research into reader's interests we attach great importance to find out the types of literature in which the respondents are most keenly interested, or the types they preferred respectively in 1961/62 and 1970. In both cases it was found out that there was great interest shown in novels. The respondents in 1970 appreciated the social and historical novels most. They appreciated adventure stories less /they were second in the order of evaluation/. Data yielded by repeated investigations further showed that the popularity of novels has grown as against 1961-62. The three kinds of novel on the list were preferred by 90 percent of the respondents as against the 78 percent of the first investigation. The case of the crime story was somewhat surprising for we had supposed that its popularity would be among the first three types /it was ranged seventh by the respondents in 1970/. This fact as well as the finding that adventure story was placed second testified higher demands on the part of the readers. The relative great interest shown in the reading of professional literature is a significant indicator of the level of reader interests. /20 percent in 1961/62 and 17.20 percent in 1970./, which shows greater interest in self-education. This tendency may be regarded as a very positive phenomenon in our society.

We can draw positive conclusions from the date on the reading of religious literature. The survey of 1961/62 showed that 32,4 percent of the respondents read this type of literature while by 1970 their proportion was only 9,1 percent. If we are aware of the fact that Krivá may be ranged among traditional and strongly religious villages, this reduction may be regarded as a success brought about by the school and also the local public library has played an important part in it. The most marked reduction of interest in religious literature was observable among young people ages 15-20 and 21-25 and further age groups between 25 and 30, according to the data of the survey

of 1970. In other words, religious literature after 1970 attracted only and primarily the older age groups in Krivá, to which also the pensioners belong. Interest in poetry, shown by the data of both investigations, was not sufficient. Even reduction may be observed in comparison to the survey of 1961/62 /from 13 percent in 1961 to 3,6 percent in 1970/. These data indicate that there are serious gaps in readers' interests as well as library work directed at poetry during the past 10 years. On the basis of the data of the survey in 1970 we may conclude that the range of literary genres known to the population of Krivá is rather limited.

Also the knowledge of individual writers as well as their popularity tell us much about the character of readers' interests and development, no matter whether they are Slovakian or foreign. This question was examined already in the survey in 1961/62. The data of the first and second investigation give us a highly coloured picture of readers' favourite authors.

According to data of 1961/62 readers borrowed fiction mostly by Slovakian authors, e.g. Martin Kukučin, M. Figuli, B.S. Timrava, P.O.Hviezdoslav, J. Cajak, J.C. Tajovdky, T. Vansová and Jége. As far as world literature is concerned, e.g. works by A. Tolstoy, L.N. Tolstoy, H. Sienkiewicz, Dickens and M. Sholokhov were borrowed. According to the survey repeated in 1970 the most favourite foreigh author was H. Sienkiewicz /19 respondents/. From among Slovakian authors J. Niznansky was the most favourite /10 respondents/. The third most favourite author was K. May /9 respondents/. The popularity of the following authors was the same: A. Dumas, J. Verne, M. Figuli /4 respondents/ and M. Kukučin, T. Vansovi, L.N. Tolstoy, E. M. Remarque, F. Sagan /3 respondents/.

The first and second surveys both showed that among the authors there was no contemporary Slovakian or even Czech author and that the survey in 1970 showed the great popularity of e. g. Niznánzky and May on the part of more educated readers.

The survey in 1970 confirmed the presupposition that a number of respondents had selected their favourite authors in recent times still before the survey was carried out. In elucidating the notion of "favourite author" and expanding this notion as well as its significance - favourite book - we may conclude that the reader's relation to books or by chance to authors depends on chance to a certain extent. Namely, the reader read the book he liked with interest, it impressed him deeply and he may possibly return to it. But if he gets the book by a certain author by chance /and the term chance is deliberately emphasized/ and its effect was of the same character, he may transfer his relation to the favourite book to the author as well, and the latter becomes his favourite author in the future. Unfortunately the intensity of this relation is not sufficient enough to motivate the respondent to show interest in other books by his favourite author.

The majority of respondents said the last book they had read was Tarzan by Burroughs /6 respondents/, which was followed by Dracula by Stoker /3 respondents/.

The survey in 1970 examined the interests as well as the intensity of the interests of readers also according to the number of those who borrowed and those who bought books. It was stated that only 38 percent of the respondents bought books /42/ and more than 52 percent /58/ did not buy books. The

rest /about 10 percent/ bought books only very rarely. It was also shown that there is a remarkable harmony between the book bought and read for the last time, this harmony was greater than that between the favourite author favourite book and the book read for the last time.

Most respondents bought Tarzan by Burroughs for the last time /7/. The next titles were placed second: Beautiful Hedvig by Niznansky, Golden ducats in Chocs by Habovstiak and Rebeka by Mauriac /4 respondents/.

READING MOTIVES OF INDIVIDUAL TYPES OF LITERATURE

One of the working hypotheses of the survey in 1970 was the following_ age played a decisive role in arising interest in reading adventure literature. However, the character of this relation is clearly general. We may trace it already in the first survey /in 1961/62/. Young people in the first age category /until 25/ showed greatest interest in reading adventure literature - their proportion was 68 percent. In the repeated survey in 1970 31,85 percent of the respondents /ages 15-20 and 21-25/ showed interest in reading adventure literature while only some of them showed interest in further literary genres. It is obvious that while in the first age group /ages 15-20/ also social and historical novels were preferred, in the second age group /ages 21-25/ interest shown in individual literary genres was much more balanced. These young people showed similar interest in social and historical novels, crime stories and travelogues. This fact confirms the differentiation of readers' interests in different age groups of youth, possibly the influence of age on the preference for certain literary genres.

In the survey in 1970 it was presupposed that also the number of average books read grew proportionately to the level of education. The confirmed data are the following:

- 68 respondents with primary qualifications read averagely 1126 books a year, i.e. the average is 16 books per respondent,
- 19 respondents with professional qualifications /without secondary school final examinations/ read averagely 355 books a year, i.e. the average is 18 books per respondents,
- 21 respondents with secondary-school leaving certificates read averagely 908 books a year, i.e. the average is 43 books per respondent,
- 2 respondents with higher qualifications read averagely 150 books a year, i.e. the average is 75 books per respondents.

The majority of respondents said that reading was primarily recreation for them /41 respondents/. For the next group reading meant the acquisition of new knowledge /37/. Emotional experience, solace and satisfaction /settling/ were given as purposes of reading by 15 respondents. Five persons regarded reading as an essential of life, for two it was educative examples and 7 respondents were unable to give reasons.

Finally, we may conclude that the repeated investigation of readers' interests in Krivá in 1970 essentially confirmed the presupposition: readers' interests were improved and expanded during the past 10 years. Comparisons /if possible at all/ between the two surveys /1961/62 and 1970/ did not favour the repeated survey, We are dissatisfied with certain

indicators. We may quote as examples the quality of literary taste, the insufficient interest shown in poetry, contemporary Czechoslovakian works, new literary genres, etc. On the other hand, as far as literary taste is concerned, the prominence of certain literary genres was satisfactory but the list of the authors was not.

The titles selected by the respondents show that those authors and works are popular which do not require literary-artistic ambitions, mainly shown by the repeated survey in 1970, but this caused some disappointment. These facts indicate that there is still a lot to do in the field of the readers' education.

ADDITIONAL STATEMENT

Our survey in Kriva village lasted ten years. We were investigating the changes in the readers' interests. A pleasant experience was to detect a positive change in their literary taste. Interest in valuable literature grew, that in religious works diminished. (From 32,8 percents to 9,1 percents).

In another work we conducted investigations concerning the sources of popular scientific books, and we made certain that the public library was by no means the most important source, as it was not able to satisfy all the demands.

OJA, Kaljo

THE SOCIAL ROLE OF THE LIBRARY IN FORMING THE READERS INQUIRIES

It is our conception that today's public library must be a leading institution of permanent education, charged with the conscious development of a reading for the purpose of forming personalities. As to the reader, it must proceed in possibly conscious independence to chose literature as well as information sources, the condition of which should be the free choice of publications. The social function of the library in forming the reader's interests lies therefore primarily in concretely finding out the reader's real needs and interests in a closer acquaintance with his reading system, and in the planning of the improvement of his reading. Therefore we regard public libraries as qualified consultation and information centres.

In tackling the problem we are supported by two researches conducted in Estonian - the sociological study "The reader of the public library in the Estonian S. S. R. in 1967" and the research "Demand for literature, recommendation of literature and individual information in public libraries" /1971-1972/. The first one gives a general basis for the characterization of the social role of Estonian public libraries, the latter embraces the problem in depth, from the point of view of individual readers' advisory service.

Library use is influenced by the readers' social position in the community.

The higher the education the greater the interest in libraries. Younger generation is predominant among readers. The people who use public libraries and those who do not have equal spare time. So leisure in itself doesn't essentially influence the use of libraries. With the growth of the reader's private library the interest in public libraries does not decrease, on the contrary, they are even more frequently used.

Our research showed that there exists no basic contradiction, let alone competition, among public libraries and other cultural institutions as well as mass media. The people who use public libraries are most active in any aspect of cultural reception. The rise of the educational level of the

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+ K. Veskimägi. Rahvaraamatukogude kasutajaskond ja selle kujunemist mojutavad tegurid. /The reading clientele of public libraries and the factors influencing its forming. /In: Eesti NSV rahvaraamatukogu lugeja 1967, /The reader of the public library in the Estonian S. S. R. in 1967/. Tallinn, 1970, p. 35-84. - Summary in Russian.

population might prognosticate a larger reading clientele for public libraries were it not accompanied by the growth of fastidiousness. The main task therefore should be to retreat, to specify the position of public libraries in the library system as a whole /in the first place in their relations to learned libraries. With the extension of education the number of readers who prefer to choose books independently is increasing everywhere. But it need not mean any underestimation of the role of the librarian. A lending discussion must lead the reader to choose literature independently. Consequently reading which ensures greater freedom of choice in the reception of the cultural inheritance presumes a most skilful user of this inheritance as well as information most suitable to meeting the reader's need for literature. And this should be the aim of the service system of any library. From this point of view there exists no essential antagonism between the reader's will to choose independently and the information activity of the librarian.

The second part of the study, "Demand for literature, recommendation of literature and individual information" shows very flexibly the active attitude of the librarian, the conscious application of his activity in recommending literature and in leading readers to the individual mastery of bibliographic information. In each case the reader's educational level as the most important characteristic has been strictly taken into consideration and the librarian has acted in accordance with it. The higher the level is the more the reader has been led to the independent choice of books, in most cases through the use of bibliographic tools, but also through a lending discussion. It appeared that the reader's initial wish to borrow only one book is by no means decisive, usually, when given the opportunity to choose, he leaves with several books. We surmised that there is a rather great number of readers who, provoked by the novelty, want to borrow only new books. Librarians consciously laid stress on the recommendation of earlier publications in consideration of the reader's interests. The results turned out in favour of the earlier publications. A most interesting excerpt from a librarian's analysis reads as follows: "Even when the reader comes with the wish to get only something new, still the librarian knows what he is interested in, he can easily be given an earlier publication on the same subject or by the same author."

In the second stage of the experiment the stress was laid on the connection of different literary genres, the recommendation of earlier fiction and the reading of poetry and dramatic literature. The readers were recommended to read publications of older literature. Beside the classics, their attention was called to writers of the older generation whose works are read not so often. In the experimental group 34 percent and in the check group 27 percent read older Estonian literature. In the experimental group there were more people who read poems than in the check group, i.e. 13 percent and 11 percent respectively, 26 percent of the working youth with secondary education in the experimental group /18 percent in the check group/ and 29 percent of pupils /18 percent in the check group/, 18 percent of the readers with higher education were interested in poetry. Thus, readers of poetry were mainly young and more educated library users. Still the reading of poetry is very modest in all the libraries under survey. Dramatic literature was read by 14 percent of the experimental group and 8 percent of the check group. The number of loans and the lending frequency were perceptibly higher in the experimental group, 129 and 69 respectively; 0.21 and 0.11. Lending of dramatic literature is successful in case of more educated readers.

Depending on the reader, different methods were used in the recommendation of belles-lettres. In our experiment detective novels, spy and ad-

venture stories were used as recreational reading matters. They were given to readers who read only occasionally to arouse their interest. When the reader did not read any fiction, these books served as a transitional step to imaginative literature. This kind of literature was recommended as a "decoy book" /designation and method are from N. Rubakin in the case of 55 readers /9 percent/. With a wish to widen the existing range of reading, we tried to deepen the reader's interests in an author, subject, or genre he had read before. These characteristics served as a "bridge" between works read before and books recommended. In most cases the author was used for this purpose - the reader's attention being called to the life-work of a certain writer. The interest in the author provoked him to read his works belonging to other genres as well. As compared with the reading of novels that of short stories remains in the background. The "novel-short story" method was used in 45 cases /8 percent/ but only few readers began to appreciate short stories.

The sociological study "The reader of the public library in the Estonian S. S. R. in 1967" tried to find out how the preference for a certain reader is connected with the estimation of another writer. [+] 39 authors out of 40 were arranged on four comparatively independent groups, decisive factors being the reader's educational level, his/her sex, consistent preference for modern or classical literature and partly also the writer's creative manner. In 270 cases /45 percent/ the librarian found out the reader's favourite writer. Starting from the favourite author, the method of reading by groups of writers was applied in 243 cases /groups containing 7 to 13 percent of readers/. We have arrived at the conclusion that this method was easily applicable in practice.

By the "surprise book" method the reader was given an interesting book, subject or genre unusual in the light of his previous reading experience.

Comparing the results of 1971 with those of 1972 we can see that librarians recommended more books connected with films. If the film proved poor, compared with the interest in the book, a rejective attitude was met, the motivation being that the film was of inferior quality. The rise of interest in fiction connected with theatre performances is remarkable. While in 1971 three plays gave rise to this kind of reading, in 1972 there were already 17 stage production of this kind.

The recommendation and reading of fiction connected with films, TV-films, stage performances and radio plays is restricted within limits, though not always as frequently as imagined. To illustrate the development of the reading of scientific literature [++] with view to self-perfection and the pursuit of one's hobbies, we present the following methods as the results of our study:

1/ Connection of a work of fiction with a scientific book on the basis of a common characteristic /the great bridge/
2/ Connection of similar and almost scientific books
3/ Method of contrast
4/ Regional method

+ H. Martis. Rahvaraamatukogudie lugejate lemmikkirjanikud. /The favourite writers of the public library reades/. - In: Eesti NSV rahvaraamatukogu lugeja 1967. /The reader of the public library in the Estonian S.S.R. in 1967/ Tallinn, 1970. p. p. 274-286 - Summary in Russian.

++ The term "scientific literature" is used for non-fiction.

1. THE CONNECTION OF A WORK OF FICTION WITH A SCIENTIFIC BOOK ON THE BASIS OF A COMMON CHARACTERISTIC

Transition from imaginative literature to scientific literature is conceivable in the case of readers who already read works of fiction with a certain intensity. Still, it is by no means easy. A change in the mind of the reader is needed to enable him to use scientific literature. It will be the greatest qualitative change in his reading experience. Specific methods and specific ways of transition are necessary for this purpose. Using the data of a sociological research discussed before* the following models /connections/ for the transition from fiction to scientific literature were applied: 1/ connection "novel-short story-popular science book" on the basis of a common characteristic; 2/ connection "novel-short story-memoirs"; 3/ connection "science-fiction-popular science book".

The connection "novel-short story-popular science book" on the basis of a common characteristic was applied in the case of 27 readers /4,5 percent/ of the experimental group. One can trace transition from short stories to discussion of the writer's life and work, from short stories about nature to natural science books, from novels to travel books and from travel books to works dealing with the socio-economic life of the country in question.

The transition "novel-short-story-memoirs" was used in the case of 21 readers /3,5 percent/. The library users who did not take the trouble of reading works of literary criticism were glad to read reminiscences of authors or memoirs of authors. The connection "science fiction-science book" was not sufficiently verified by the study.

2. THE CONNECTION BETWEEN SIMILAR AND ALMOST SCIENCE BOOKS

After having succeeded in leading the reader hitherto reading only works of fiction to some science books, the librarian can easily use other connections in the reading of scientific literature, namely, those between books similar to, or almost, science books, on the basis of their contents or way of treatment. This kind of book must respond to some impulse in the reader, to something closely and essentially connected with him, either in the present or the past, to treat events which concern him personally.

In the experiment the method "book for you" was tried. The reader was given a book from new or older literature, supposed to suit him, considering the books he had read before. The librarian explained him that the book was chosen especially for him /as it was in fact/. The reader saw that the librarian wanted to give him a book meeting his reading interests and his attitude towards the librarian and literature took a positive form.

The method "book for you" was used in 148 cases /25 percent/, particularly in the case of readers with elementary or secondary education. Some readers themselves sought connections between books on the basis of

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* The connections of literary genres have been dealt with by the Estonian culture sociologist Hans Hansen.

similar contents. The method of books similar to, or almost science books may also serve as a "bridge" to the next subject /class of literature/ connected with the previous one. It is advisable to try this mode of transition after the systematic reading of a certain subject.

3. THE METHOD OF CONTRAST

The reader may be recommended a book in an utterly unfamiliar field in which he has not read anything so far it is doubtful whether this field is of any interest to him. The reader may have no subjective need for reading this subject except a "hidden interest" in it. In the experiment we used the method of the "surprise book" which means intuitively to recommend a book inside the reader's reading interests. The test proved a greater success than we dared to hope. The "surprise book" could be offered to readers who already read scientific literature intensively as well as to those who did it seldom or even not at all. This method was used in the case of 83 readers /14 percent/.

In the application of the "surprise book" method, the book must be especially attractive, either on the strength of its contents or design. It must be a specific book in some way, very actual in its contents or tell about highly popular people. In most cases interest was aroused in the recommended subjects. There were people who at first had a negative attitude towards "surprise books", but later it was they who borrowed them.

4. THE REGIONAL METHOD

In our opinion regional approach to systematic reading is the most suitable. The knowledge of one's native place and its concrete problems, the contemporary Estonian community, economics, culture and history appropriately orients one in our socialist society and provides an opportunity to understand the problems of Soviet nations and other socialist countries better. It is important to perceive the nodal problems and events, past and present, and the reader's vital connection with them.

To apply the regional method, the libraries were provided with a specific program that connected the methodological side of the individual service with classes of literature. In order to estimate the achievements in the field of the structure of reading, we must compare reading of the experimental group in these classes of literature with that of the check group during a period of 6 months by means of an analysis of the readers' cards. The results showed that all the scores except those of the natural sciences were essentially higher in the experimental group. The application of the regional method according to plan proved its vitality and perspective. The data show how the activity of the librarian influences the use of the catalogues and bibliographical tools in 1971 and 1972 alike they were used at the proposal of the librarian rather than on the reader's own initiative.

The bibliographical tools were used most frequently by readers with higher education. In their case systematic use rose from 10 percent to

39 percent. In 1971 and 1972 also catalogues were more frequently used by readers with higher education. The problem is to determine the place and tasks of public libraries in the uniform information system. The librarians selected the borrowers for our experiment according to their characteristics and primary hobbies /an average of 3-4 readers from every library/. In a lending discussion the reader was told that the librarian

	Percentage of readers		Number of loans		Frequency of lending	
	Exp. gr.	Ch. gr.	Exp. gr.	Ch. gr.	Exp. gr.	Ch. gr.
Works about Estonian writer,	7,7	5,1	87	49	0,14	0.08
Other books on Estonian literature	10,1	7,4	154	97	0,25	0,16
Estonian language	5,5	5,0	81	64	0,14	0,11
Estonian theatre	11,8	7,0	113	84	0,18	0,14
Estonian music	8,7	6,9	136	122	0,22	0,21
Estonian fine arts	3,5	1,8	35	19	0,06	0,03
Estonian history	9,4	5,3	85	56	0,14	0,09
History of Estonian culture	1,5	1,3	17	16	0,03	0,03
Books about the Estonian S.S.R.	7,3	7,9	90	75	0,15	0,12
Books about the U.S.S.R.	6,7	6,1	97	67	0,16	0,11
Nature protection	3,5	1,5	43	10	0,07	0,02
Natural sciences	12,2	16,1	312	339	0,52	0,56
Philosophy	9,3	6,9	119	94	0,20	0,15

could give him continuous information on books and periodicals arrived at that or the central library or on literature found in bibliographies on the subject he was interested in.

It appears from the analyses of the librarian that readers generally appreciate the information supplied by the librarian. But in some cases there is a psychological barrier. With regard to lending as the librarian's only task, readers abstain from using this form of service and think it to be an additional burden on the librarian. Librarians must feel a moral obligation towards this kind of work, it being an organic part of their everyday work. They must explain to the reader that he has the right to such kind of library services. The conclusion may be drawn that it is possible already now to supply systematic individual information on literature in the reader's sphere of interest. As to professional literature /selective dissemination of information/, the information needs of qualified workers, middle-grade specialists and pedagogues were met. The latter needs not so much professional literature in the strictest sense but books suitable to enrich the subject they teach. In case of the centralization of public libraries the importance of central libraries will increase. Their prestige will be raised even higher by an appropriately organized information service.

The application of the methods of information service in public libraries shows essentially their future perspective. The experiment carried out in the Estonian libraries indicates this possibility, at the same time confirming the need for a change in the public library as a type. An universal library must be the centre where literary taste is formed and permanent education and information ensured. It must not only get acquainted with the readers' needs and meet them but also form them individually in the spirit of the free and conscious development of the personality.

DISCUSSION

Leader of discussion: VANČURA, Dalibor

KAMARÁS István

I was the first in demanding the floor, because I have to say that we must discuss the papers of colleagues K. Oja, V. D. Stelmakh and Proll, who for reasons beyond their control, can not be present at the conference K. Oja's paper shows the Estonian colleagues' readiness for any dialogue and their thorough knowledge. The Estonian colleagues are working with methods similar to those of Hungarian researches. In many respects we share each other's opinions. We have, for instance, the "bridge" method in common (coupling of books of related contents), just as the methods named "opposites" and "book-surprise". Hungarian librarians are using, besides, the method of the "shock-effect", when they give a Tolstoy, a Bulgakov or a Faulkner book to readers with a relatively lower level of literary taste. The basically positive results were somewhat doubtfully received even by ourselves, and we are ready to admit that this method can be successful only with those readers whose lives are just under transformation. We could settle from our researches that, besides popular non-fiction, a positive reception for valuable fiction and contemporary literary works has got the following prerequisites: a change in the way of life; the tactics used by the librarian; knowledge of the author's code system.

SIEKIERSKI, Stanislaw

The smaller the library and the number of its users, the greater the significance of it. In most cases there are less books in the countryside, the environment is worse, even the librarian is not always the proper person.

Much words have been said about libraries in general, though an investigation of the holdings, the books, would be much more important.

As it happens, some librarians, just to satisfy their conscience, order too many books, though a too wide stock is not always fit for satisfying the demands. In Poland some 30-40 percents of the holdings are absolutely out of use. We ought to investigate in a library of general holding: what books are most frequently used, borrowed, read by the users? This would mean simple experiments and investigations, but they could be the basis of our further work.

FRÖHLICH, L.

My special line is marketing (Buchmarktforschung), but, doing my job, I have gathered a number of questions that can be equally important for both reading research and marketing experts. An essential question, for instance, is that what is to be meant by saying "reader"? From the present papers one would guess that readers are solely library users. In my opinion it is not enough to investigate the library-visitors; it would equally be important to inquire after those who have not found their ways to read-

ing. One of the findings of the researches done in villages was that our propaganda for literature was not efficient enough. Our collective task, therefore, is - both for librarians booksellers - to find and elaborate the most promising methods. We have established that even the villagers lay considerable claim for books, though their knowledge needs some enrichment.

COCHINESCU, Ilie

I also consider the investigation of book stocks a very important task. Let me go, however, one step further: One most not forgat about the classical group of three: the reader, the author and the book. We ought to begin our investigations with the author and the book, and only then continue with the reader. The value of literary works must be investigated by sociological methods; we must know about each book, to what extent it serves a society of the future. Then all these must be related to the manyfold demands of the readers.

I have to ask something from colleague Maruniak. He stated in his paper that there was a change of librarian in the village investigated. My question: Is there indeed a causal relation between that personal change and the change in the number of readers? Perhaps a lot of other circumstances also suffered change during their long range survey?

MARUNIAK, Peter

It could be unequivocally ascertained that the immediate reason for a decrease in the readers' number was the change of the librarian's person. After the personal change there was a growth in book purchase, and the possibility of establishing personal contact with the new librarian decreased. The increased book purchase of course may also be explained by changes in the villagers' needs, by a genreal growth of living standards.

PAPP István

I should like to add some remarks to K. Oja's paper. He states that those attend the libraries who make use of the rest of cultural institutions, too. This statement is in connection with that of Attila Nagy, who claims that any of the reading public may be predicted. At the present moment 22 percents of Hungary's population are recular readers, but the rate rises to 30 or sometimes even up to 40 percents in towns sufficiently supplied with libraries. Presumably the number of readers will further grow throughout the country.

Another remark concerning the paper: There is no contradiction between the reader's free choice and the orientating efforts of the librarian; they are in fact complementary features. It is, then, an empirical question to decide the best method for transferring each book to the fittest reader. The choice of books is not always easy. The reason for it in small libraries is the limited size of the holdings; in bigger libraries: a confusion afflicted by the exuberant quantity of books.

I doubt in the success of operating with the crime literature; if it is not valuable in itself, then one may not make use of it. In colleague Maruniak's paper there is a term, the so-called "adventurous literature". It would be necessary to define exactly.

When listening to colleague Weisz's paper, another problem of terminological clearsightedness arose in my mind. What do we mean by saying "reader"? It would be highly useful to establish an international index, by which an exact definition of being, or being not a reader would be possible, least further confusions in terms should hinder inhibit our mutual understanding.

To definite the size of the indeed efficient library would equally be important. In a gi[illegible] situation, for instance, a library of a village with 700 inhabitants can not be sufficiently attractive, and its development is also difficult to solve.

We in Hungary have accepted the "magic" one and a half kilometers as the ideal radius also, which may be good for towns of dense population, but is highly questionable in the case of sporadic habitations. There a moving library service seems to be a better solution, expecting that inhabitants will also be more mobile, and will take the services of the bigger libraries located in the towns.

SZENTIRMAI László

I should like to make two comments upon Attila Nagy's paper. He mentions the factors affecting the development of cultural, more closely, of reading claims. He does not mention, however, the specific place the structure of settlements as a determining factor. May I ask if he investigated the effect? The second comment: Besides the accumulating surplus, given by the library attendance, there are also disadvantages accumulating. Has he ever investigated this relation?

I should like to ask my colleague Vančura: What is the exact meaning of the term "pilotage" used in their collective research in Leningrad?

VANČURA, Dalibor

"Pilotage" means the applicability of questionnaires, the adequacy of their data to our work.

NAGY Attila

Answers to colleague Szentirmai: we are dealing with the role of settlements but the size of my paper did not allow a more detailed treatment. We are aware of the problem given by accumulating disadvantages, but is has nothing to do with our present survey.

FRÖHLICH, L.

One can guess from the Hungarian papers that, though it is the library which is the starting platform for research none the less the one-third rate of those not attending libraries is also dealt with. An indeed interesting question: who exactly can be regarded as reader?

KAMARÁS István

All our research workshops deal with reading in general; just look at their names: the Polish institute is called Book and Reading Institute; colleague Dobrynina is working at the Reading Research Department of the Lenin Library; our Hungarian group is also called Reading Research Department.

SZENTIRMAI László

My question to István Kamarás: was it the way of life or the style of life which changed with those who reacted positively on the experiment?

KAMARÁS István

I have said way of life, but let me now make more clear the term. In our experiment it was the way of life that changed with those who reac-

ted positively on the "shock effect", but, with the majority of our experiments, the style of life was under development, too. It is the joint change of these two features that has brought the good achievements. I should like to ask colleague Maruniak if the side of their experiment, Kriva village, is in any respect irregular, in comparison with an average Slovak village?

MARUNIAK, Peter

The village's irregularity, if any, is its disadvantage - its position. A basic change happened in 1967 when a Central Distric Library was established, and the library in question became a deposit library. The effect of the change has been negative for a while. Restocking of the holdings took quite a long time.

KATSANYI Sándor

Colleague Maruniak has mentioned the fall of interest towards religious literature. My question: what exactly does this literature consist of, and what sources can it be restocked from?

MARUNIAK, Peter

In this district strong religious traditions prevail. Inquirers mostly bought the books or borrowed from one another; we could detect the decreasment of such activities.

MARUNIAK, Peter and collective

SOME THOUGHTS ABOUT THE RESEARCH OF THE READING OF POPULAR SCIENCE LITERATURE IN VILLAGE LIBRARIES AND LIBRARIES IN VILLAGES OF URBAN CHARACTER IN SLOVAKIA

The scientific-technical revolution in progress in the world constantly necessitates the raising of the level of education of every member of the society, i.e. not only the youth but also adults are meant here. The requirement of permanent education has become the reality of everyday character. In this context books, especially professional educational books have an extraordinary role to play. Notwithstanding the quick spreading of other forms of the acquisition of knowledge and information, the study of educational literature has a number of features that determine its basic and indispensable function in every educational process.

The largest social sources of educational literature in the rural and urban communities of Slovakia are the libraries. They are institutions that have at their disposal the basic medium of the communication of scientific and professional knowledge, the educational book, the main basic but frequently important methodological educational basis for adults. Hence libraries quickly turn into modern institutions of education and information. In order to discharge their duties qualitatively and with skill among the broadest masses of the population, libraries must know well not only the instrument of their activity, they must also know how to treat them and, at the same time, they must know the environment in which they work, i.e. potential and discret persons, their needs, interests, requirements, reading profiles, activity, etc. This kind of knowledge may be acquired, however, only through direct scientific research.

Until now there has been no complex research that could be directed at the research of the problematique of reading educational literature and libraries dealing with literature of this kind in Slovakia. However, with a view to acquire at least basic knowledge of this field, our research has been directed partly at reading educational literature and the activities of libraries related to this literature, i.e. research that has never been conducted on such a large scale in the library field in Slovakia - "Research into the social function of urban libraries and libraries in villages of urban character" as the title of three research projects that examined the above-mentioned problematique, too.

The first project comprised the short analysis of the way the public libraries treated educational literature and its situation, the second project apart from other questions extended to the village adults' reading of educational literature, too, and within the framework of the third project loans of educational literature were separately recorded and analysed in the libraries under survey. Within research into the social function of libraries two research project were realized, i.e. public libraries in which educational literature was processed /Part 1./[1] and reading of educational literature by adult

population in urban public libraries /Part 2./[2]

1 In general there is no uniform interpretation of the term "educational literature". In the proper sense of the word this literature is sometimes regarded only as professional or scientific literature. In the practice of public libraries the notion of "educational literature" has a fuller sense, and apart from generally recognized professional and scientific literature, textbooks and manuals also literature of reportage character and generally "factual literature" /biographies, travelogues etc./ and in recent times understandably also periodical literature, are included. We accept this fuller sense of the notion in the interpretation and application of the term "educational literature".

2 Within research into the social function of libraries in villages of urban character also the national research of the reading of the population in Czechoslovakia was realized, in which also the results of reading in Slovakia were separately processed. However, only very little attention was paid here to reading educational literature. Within the framework of this research we concluded that professional literature /the stricter notion as against the notion of "educational literature"/ is read by more than half the adult population, i.e.53 percent, and more males than females.

We have applied sociological research methods and techniques in order to obtain the material in the field, i.e. questionnaires, descriptive methods, standardized conversations and the study of documents. After the processing of the material the summarized results were published in research reports, studies and articles in library periodicals. The knowledge of the treatmentof educational literature in public libraries of Slovakia and the reading of educational literature in public libraries enable us to outline some important trends in this field /knowledge of the reading of educational literature by the population of villages of rural character is used only as comparative material in the interpretation of reading in these villages since similar material related to the population of villages of urban character is lacking/.

In the research into reading educational literature in public libraries dealing with educational literature as well as libraries of rural and urban character we concluded that apart from many similar features and general tendencies, that hold good of the whole social environment, there are many diverse features and tendencies as well. Social environment has a direct effect, it influences every social activity, hence also the work of libraries which treat educational literature too, and reading of this literature as well. The village differs from the town as far as its social organization, structure and social relations are concerned. The consequences of this reality may be felt on the level of the phenomena under survey in certain quantitative and qualitative differences, i.e. the state of the activities of libraries as well as reading educational literature. We want to concretize them and illustrate with factual data obtained within the framework of research. In the first place we shall evaluate the supply of population with educational literature in public libraries, we shall underline the main conclusions drawn from the work of the mentioned libraries which treat educational literature and we shall publish the main conclusions related to reading educational literature in public libraries only after that.

THE SUPPLY OF THE POPULATION WITH EDUCATIONAL LITERATURE

In Slovakia, in villages of rural and urban character, as has been said, the largest social sources of educational literature are the libraries. In these villages the structure of libraries is different, but from the point of service for the broadest masses of the population the public libraries belong to the most important group. They play decisive roles from the viewpoint of education and culture in villages and among the urban population as well.

With a view to discharge their social function and to ensure the qualitative level of service in the field of education and culture for the adult population, the size and the structure of the allocation to educational literature is important, moreover, of directly decisive importance. The results of the investigations unanimously show that the supply of urban population with educational literature is essentially higher in public libraries than the supply of rural population /despite the differences between villages of urban and rural character, it basically corresponds to the objective social requirements/. Besides, it has been shown that the supply of the population of villages of urban character in public libraries was relatively more balanced than that of the population of villages of rural character, though the variability of the size of villages of rural character was much less than that of villages of urban character. The supply of the population with educational literature in libraries is the greatest in the smallest villages of urban and rural character /according to the number of population/. However, the social utilization of basis is the lowest in these villages as far as educational literature is concerned.

THE UTILIZATION OF THE BASIS OF EDUCATIONAL LITERATURE

The social utilization of the basis of educational literature in Slovakia has not reached the desired level yet. The better utilization of the educational literature could be observed in public libraries, in villages of urban character. The utilization of the basis of educational literature here was almost three times as much as in villages of rural character. There is a certain relationship between the size of the basis of educational literature and the size of the population of the area influenced by the library as well as the social utilization of educational literature, which is besides influenced under certain conditions and at certain times and within certain environments by the level of library work. This means that the utilization of educational literature in villages of rural character does not depend only on the size of the population within the scope of the influence of the library but also on the number of potential readers interested in literature of this kind and the work of the library related to these books as well as the size of the library staff and in particular the personality of the chief librarian /in the public libraries of villages of rural character there are overwhelmingly voluntary librarians working/. The higher level of the utilization of educational literature in public libraries of villages of urban character is primarily the regular consequence of the better internal space, better financial circumstances and, in particular, the better staff supply and better conditions of work /profession-

alization is comprehensive in urban public libraries/.

The structure of the basis and the loans reflect the social function of libraries to a certain degree in the given environment and among others there is significant correlation among them which influences the total effectivity of libraries. The structure of literature for adults essentially satisfies progressive social needs and requirements in the public libraries of villages of rural and urban character from the point of view of the quantitative proportion of educational literature to fiction. The contents of educational literature least satisfies the objective needs and requirements of the social environment in particular in public libraries of villages of rural character.

The structure of loans in public libraries of rural and urban characters corresponds only very badly to the progressive needs and requirement of the adequate environment from the point of view of the quantitative proportion of educational literature and fiction. The above-mentioned facts clearly testify certain defects in public libraries and work with educational literature meant for the adult population no matter whether it is in a rural or urban environment.

The greatest intensity of reading educational literature has been observed in the public libraries of the largest villages of rural and urban character. The recorded results clearly indicate that with the increase of the size of villages of rural and urban character the intensity of reading educational literature for the adult population continually increases in public libraries. Research into the intensity of reading educational literature in the public libraries of villages of rural and urban character also showed that the average adult reader in the public library of a village of rural or urban character reads almost four times as much fiction as educational literature. This indirectly testifies the continued inability of public libraries to perform their educational tasks.

READERS IN PUBLIC LIBRARIES AND READING EDUCATIONAL LITERATURE

Within the research into the social function of public libraries of villages of urban and rural character in Slovakia it was unanimously showed that enrolled readers were on the average more skilled readers than the public. This is also corroborated by the fact that reading educational literature is of much greater significance in the case of enrolled readers than the population in general /this is confirmed by the comparations related to enrolled readers in public libraries of rural character and the population/. There is a significant difference between readers of educational literature in public libraries in consideration of the environment. More people read educational literature in the public libraries of villages of urban character than in villages of rural character /a similar tendency could be observed among the population as well/.

THE EFFECT OF SEX, AGE, OCCUPATION AND EDUCATIONAL LEVEL ON READING EDUCATIONAL LITERATURE

Reading educational literature among readers in public libraries is doubtlessly influenced by such factors as sex, age, occupation and educational level in particular.

Educational literature is generally read more often by males than females in villages of rural and urban character alike /this fact was confirmed in villages of rural and urban character alike/. The sex of the reader influences not only the range of interest but also the intensity, structure and content of reading educational literature.

Educational literature is read in particular by the younger age groups. Older readers read relatively little educational literature /this tendency may be observed also among the population of villages of rural character/. It was found that educational reading material in public libraries was to a certain extent influenced by age. In the case of readers in urban public libraries significant differences were found out, in particular in reading technical literature. This kind of literature is read up to the age of 30, generally almost three times more than over this age. Older readers in urban public libraries showed great interest in and attention to agricultural literature, which they read.

The significance of the correlation between the composition of readers of educational literature and their occupation /profession/ in rural and urban villages was confirmed relatively well.

The factor which generally most expressively influences the reading of educational literature among readers in public libraries of villages of rural and urban character alike, was education, more exactly the level of education. People with secondary school and higher qualifications read educational literature much more frequently than people with primary qualifications in villages of rural and urban character alike. With the raising of the educational level the number of the readers of educational literature grows. It was found that in public libraries readers with primary qualifications read agricultural literature most frequently in villages of rural character and technical literature in villages of urban character. Readers with secondary and higher qualifications read social-political literature most frequently in villages of rural and urban character alike. In villages of urban character readers with secondary qualifications and even more readers with higher qualifications read technical literature that is these readers read less technical literature.

INFORMATION SOURCES AND MOTIVATIONS OF THE READING OF EDUCATIONAL LITERATURE

The most important sources of information on educational literature for the readers of public libraries of villages of urban and rural character are the following: schools, lectures, further education, radio-television,

periodicals friends and relatives. In villages of urban character the libraries as information sources provide information on educational literature only for readers with basic education while in villages of rural character all the readers are provided with information, disregarding the level of education with readers in urban public libraries, who are on a higher level of education, the significance of the use of mass media is increasing in the acquisition of information on educational literature.

With readers in urban libraries the most important motivational impulses in the reading of the educational literature are those which arise from different personal interests and only after them come needs arising from occupation /however, from the point of view of differentation, it may be stated that the most frequent motives of the reading of educational literature with middle-aged readers, readers with secondary or higher qualifications are connected with their occupation/.

The fact that with readers in public libraries of villages of rural character the socially more important motivational impulse is more significant than in villages of urban character is not surprising, since public libraries are the most important and often the only active sources of educational literature in villages. Therefore almost everybody who is interested in educational literature, goes to the library. However, in villages of urban character there is more opportunity for selection and readers interested in educational literature of high level /and there are only occupational motives of reading literature of this kind/ use the services of other libraries more often - libraries the activities of which are connected with educational literature only /learned and special libraries/.

THE READERS' RELATION TO EDUCATIONAL LITERATURE: BOOK BASIS

We acquired further very significant knowledge through the survey of readers of public libraries in particular in villages of urban character. E.g. more than four fifths of the readers in the public libraries of villages of urban character were partly or completely dissatisfied by the book basis as far as educational literature was concerned, by chance they were unable to appreciate the basic educational literature. But even in villages of rural character the majority of readers in public libraries were partly completely dissatisfied from this point of view. So it was found that the quality of educational literature in the public libraries of villages of urban and rural character was not sufficient - and that is why the available literature was not sufficiently utilized. Dissatisfaction with the basic quality of educational literature on the part of the readers increases concomitantly with the raising of the level of education in urban public libraries. The fact that the demand on educational literature depends on the level of education confirms this finding.

Within the research into the social function of libraries of villages of rural and urban character the research into the reading of educational literature not only answered a number of basic questions but also raised further important questions to be answered in our next investigations devoted especially to this field.

The detailed investigations of the work of libraries collecting political literature is planned at this stage. At the same time also the essence of the phenomena occurring in libraries concerned with educational literature will be explored further. The present social conditions of the creation of the educational process in villages of rural and urban character may be known only in this way and through gradual sound work, only thus can its implementation be helped.

ADDITIONAL STATEMENT

Our investigation was not an independent work; it was part of a larger survey analyzing the social functions of libraries. We measured the extent of reading non-fiction both in villages and towns. Later on we intend to investigate reading as divided to groups according the various types of literature (political literature, for instance).

ADAMIEC, Witold

THE FUNCTIONS OF BIOGRAPHICAL AND AUTOBIOGRAPHICAL LITERATURE IN READING CULTURE

The content and use of the notion "reading culture" is not yet fully established. The best approach seems to be to regard reading culture as an integral combination of likings, interest, habits, skills, abilities and knowledge as regards reading matter. If reading culture is the outcome of more or less conscious activity, one is entitled to speak of the different levels, types and models of culture in connection with individuals and groups alike.

It is without doubt that reading culture can be created only through reading. Its level is not directly proportional to the level of education. There exist such graduates whose reading culture happens to be lower than the level of such culture in the case of people with secondary school education who are avid and seasoned readers.

In the development of the level of reading the following factors play essential roles:

- "Knowledge" regarded as important by a man or a given community
- The totality of attractions towards certain types of texts, i.e. "taste",
- Literary competence, reading competence, or the totality of abilities permitting the use and transmission of acquired experience in the literary field.

The certain opinions of the role played by institutions, processes and media participating in the transmission have been formulated:

- All the above-mentioned components of the reading culture of the personality must be shaped by the school through teaching language and literature. In reality, however, the influence exerted by the school finds its expression above all in the sphere of "knowledge".

- All the components of reading culture could, undoubtedly most effectively, be shaped by literary criticism, provided its scope of influence is not limited to a relatively narrow group of readers, representing as a rule a much higher level of reading culture than the average.

- Knowledge of highly rated literary achievements is being disseminated by mass media /the press, radio, television and cinemas/, but it is done irregularly and often only action is thrust into prominence.

- Taste is such a category which is shaped by a variety of factors not always easy to define; however, more generally speaking, taste is the result of the psychological features of the individual, moreover of the in-

fluences exerted by norms and standards functioning in the environment, the school, the mass media etc.

- Just as it is impossible to be competent in a language without the knowledge of the language in question, competence in reading can be acquired solely through reading, what is more thorough, reflective reading. Here also home reading plays a significant role.

- Proper intensive, selective reading is the best and the most effective way for shaping the reading culture. The choice of certain texts may cause some changes at the various levels of all the three factors of reading culture. One may also suppose that in certain circumstances certain types of texts will more easily bring about the proper changes than texts of another type.

Diaries, memoirs, reminiscences and biographies discharge functions other than functions discharged by scientific literature and belles-lettres. The science of literature treats diaries, memoirs, reminiscences and also epistolography as well as biographical monographs, novels, biographical stories than fiction /belles-lettres/. Most frequently /though not consistently/ these types are listed as factual literature, or, in a broader sense, as paraliterary genres. The common feature of these categories and simultaneously the feature that makes them differ from belles-lettres is the lack of the considerable limitation or lack of the "literary aspect". This feature is very important from the point of view of the theory of literature, however, it is not essential for non-professional readers. In most cases this feature does not depreciate the text and sometimes even increases its value.

It must be remarked that the not well-versed reader is not capable of identify every diary, memoir or reminiscence as paraliterary works. Such identification is made more difficult also because the formal features of such text have for a long time already been used by fiction, too, and therefore many readers regard even pure fiction as diaries or biographical novels.

Belles-lettres exert influence mainly through the plot and the protagonists. Both elements appear in almost all the biographical and autobiographical texts. The events emphasized in the majority of memoirs and biographies are not unfrequently much more dramatic than plotted action. Hence action is not a primary distinctive feature. What seems to be more important is the fact that the heroes of biographies are always concrete persons.

We have not exhausted the subject of the similarities and differences between fiction and paraliterary works at all since not only formal elements play decisive roles here.

The fundamental "pure" categories of biographical literature may be arranged according to the criteria of authenticity.

Scientific biographies in which there is no place for fiction belong to the first group of the system, next would come popular-science biographies which permit more possibilities for simplification and guesswork, biographical novels and stories belong to the third group and finally purely fictional novels which contain also biographical elements.

Biographical and autobiographical works - just like strictly taken literary texts - are not fully defined works, hence their reading is at the same time a test of concretisation as well. This test is most successful if the

reader is capable of comprehending the text and its inherent context to the fullest extent.

Experts of literature rarely carry out textual analysis in depth, they treat diaries and letters above all as auxiliary material for the history of literature and that only when it is sure that a writer was their author or that they are related to some outstanding personality in the literary world.

In recent years there can be noticed a growing interest in these literary genres. This fact resulted in the formulation of some strange theses according to which the reason for this interest was that belles-lettres in its traditional form was unable to keep abreast with the times. The readers, noticing that certain matters which they rated very highly were not reflected well in fiction, preferred to read memoirs. Though they did not find literary values in them, they nevertheless found authenticity, the real human life, lacking in belles-lettres.

Studies of reading habits revealed that the greatest interest was shown in literature on the Second World War.

The reminiscences, memoirs are not light reading matter. Even those acknowledge it who treat such texts as "medium level" literature. This kind of reading matter requires considerable knowledge, above all the knowledge of historical facts may facilitate their reading. The interest in this genre is in proportion to the educational level.

Reading of factual literature may help enrich and develop the knowledge the reader possesses of a given subject, however, it cannot supply allround and systematic knowledge acquired by learning. At the same time these works have specific values of didactics. It suffices to mention here Plutarch's "Parallel Lives" and Julius Caesar's "Diaries", the countless versions of the lives of the saints, the many biographies of national heroes. These works were and are utilized by various ideologies to educate "ideal" people through the presentation of ideals and heroes fit to be imitated. An analysis of the totality of factual literature under certain social, historical conditions is still lacking.

The value of biographical and autobiographical literature is priceless in the study of the different problems, ideas and features of popular life. Individual and collective changes, the transformations of work, culture and cultural level, the roots of traditions and their effects may be followed in them.

Between 1949 and 1956 schematic biographies diminished interest. However, after 1957 the number of the published memoirs grew by leaps and bounds and universal interest was aroused. With regard to her publishing houses, Poland occupies a leading place among socialist countries. According to the UNESCO statistics the share of factual publications in the fields of geography, history in the socialist countries is more than three times lower than in capitalist countries. The majority of memoirs published in Poland deal with more recent times. Predominant are the reminiscences of the participants of wars, especially the Second World War, the memoirs of the outstanding personalities of the workers' movement. The memoirs of artists and people active in the cultural and social fields can be found frequently. In contradistinction to the capitalist countries, memoirs and reminiscences which present the reader with descriptions of moral scandals or sensational events in

the life of well-known personalities are rarely published by Polish publishin houses.

It is characteristic of publishing practice in Poland that old factual literature is accompanied by ample footnotes and critical comments, at the same time there is a number of publications which contain the text only and the reader cannot rely on explanations and supplements. The former practice is characteristic of series of high standard.

Biographical texts are marked by great internal differentiations than autobiographies. Biographical works are on a medium level, revelations are here a great rarity, at the same time the use of literary patterns is frequent. It is above all due to the fact that this category is used by "literary artizans" first. They take the readers' requirements into account, frequently, at the expense of authenticity. Sometimes also valueless works are published.

Biographical and autobiographical literature is easy of access for the readers due to the network of bookshops and libraries. An analysis of the loans and sales of such works shows differences, however. The analysis of the turnover of bookshops showed that the reminiscences of outstanding politicians, public personages and actors took the lead while diaries and memories were the most frequently borrowed books in libraries.

The reasons for, and the resultants of readers' interest in factual literature have not been studied so far, but it may be supposed that the result of the diminishing interest in belles-lettres is this turn towards facts. Also the need for the search for the concrete hero appeared, as a compensation for the readers' loss due to the defects of belles-lettres. Namely, the significance of the action and the hero diminished, the world represented became more abstract.

The special popularity of the memoirs and autographies of artists is because of the increased interest in the process of creation and the artist's environment. The lives of artists are often regarded as exceptionally rich in experiences and impressions, so their reading may compensate for the monotony of the life of the "grey" man. Later on, naturally, this literature may provide material for myths and gossip, too.

The motivation of reading diaries and memoirs is similar to that of belles-lettres.

Reading biographies and autobiographies supplies direct, almost complete knowledge of reality, which corresponds with the readers' desire for real knowledge of the more or less distant past. In certain cases the search for such knowledge means the aspiration to discover, to determine one's place in history. This holds good above all of those strata whose genealogical consciousness, the awareness of their own descent reach no further than two-three generations back, hence recently they still had belonged to the culturally and socially unprivileged classes.

Factual literature is less impersonal than scientific and educational literature, moreover, in many cases, it depicts the activities of real figures, concrete persons just like belles-lettres. Works of factual literature supply behavior patterns, norms how to evaluate phenomena and facts which are frequently more closer to the reader than the abstract problems of belles-lettres.

It may be assumed that the reading of authentic, valuable memoirs, biographies and diaries influences all the three factors of reading culture more than belles-lettres. Reading this literary genre on the one hand means that the reader is dissatisfied with belles-lettres, on the other that these works meet the demands of those who use books as "tools" better. Reading of factual literature prepares the effective reading and understanding of popular science and scientific special literature as it were,

In positively appreciating the reading of the genre in question, it must be remarked that the restriction of readers' interests to this type of literature would not favour reading culture.

ADDITIONAL STATEMENT

So far much has been told about manipulating the reader, in the good sense of the word. Experimental results show that manipulation effects reading culture. I agree with colleague Cornînescu who insists that in the reading process the text itself, the message has got a tremendous significance. In my paper I am speaking but about reading some special sorts of text, the so-called biographical-autobiographical literature. In our opinion contact with such kind of literature has got a curious effect on reading habits. Statistical data gained from publishing houses and public libraries prove the immense popularity of such works. A deplorable fact that but every fifth item from among the world's memoires and biography literature is being published in the socialist block.

KATSÁNYI Sándor

HISTORICAL CULTURE - HISTORICAL READING MATERIAL

In 1973 the Cabinet Council of Hungary declared the "Pedagogical research serving the development of public education" a main trend of national research.

One of the basic questions of the research trend - of which our investigation forms a part - is the following: how school education and extracurricular education can be connected in such a way that they could serve as basis for permanent education later on? Therefore in our investigation we have analyzed interconnections between reading and culture collaterally in groups of young people still at school /primarily industrial apprentices, aged 15-17 /and young people who left school some years before /primarily skilled workmen aged 20-22/. The selection of this stratum is justified also by its number in addition to its social weight: in Hungary more than half of the pupils leaving primary schools attend industrial schools.

THE ORGANIZATION AND CONDUCT OF THE RESEARCH

After the completion of the program and plan of research and the tentative survey, in October, 1973, questionnaire interviews were made with 1200 persons. Their selection was random, from among library users. Their distribution is the following: 400 industrial apprentices /lathe operators, assemblers in the building industry, weavers agricultural skilled workmen/ and 400 young skilled workmen whose distribution is similar. Control groups are the following: 100 grammar-school pupils, 100-100 administrators as well as intellectuals who took their final examinations at secondary schools and 100 old skilled workmen. In our sample we strove for the proportional representation of persons from the capital, the cities and the villages. Coding was completed in June, 1974. When this account is being prepared, the mechanical processing of data has already begun, however, we have accomplished the manual processing of some important indexes. We have examined the most important indexes of historical knowledge and the reading of the books on the list in the case of the group of 12 x 100 persons and we have analyzed the data of one group /assemblers in the building industry/ in more detail.

ON THE CONCEPT OF "HISTORICAL CULTURE" AND "HISTORICAL READING MATTER"

We have reduced the content of "historical culture" to three levels:
- level of the concrete knowledge of facts /historical facts, names, events/
- level of the knowledge of, and ability to define, historical concepts.
- the recognition of regularities in historical processes.

This grouping places the elements of culture on the concrete-abstract scale. According to the activity of the receiver, we can make a distinction among the following levels:
- Recognition /recollection of facts learned earlier/
- The original grouping of facts and data /according to given points of view/
- The original creation of definitions, original recognition of interconnections between occurrences, the application of well-known laws.

The instruction of history all over Europe is concerned with the proper proportion between the knowledge of facts and ability in conceptual thinking.

We want to contribute data to the solution of this dilemma by the analysis of the reading material of those with or without success in the knowledge of historical facts and historical thinking, their attitudes to literature, their judgments and expectations.

We have considered as historical reading material every work which contains historical information irrespective of its scientific, educational or fictional nature. We wanted to represent every type of reading material that may shape the historical knowledge and view of the examined social strata /primarily industrial apprentices and young skilled workmen/.

OUR ASSUMPTIONS AND RESEARCH INSTRUMENTS

Our starting-point, which seemed evidence, was that in case of equal educational level and social situation greater interest in historical reading material implies a higher level of historical culture. We assumed that fondness of historical reading material implies the higher levels of some fields of historical consciousness /knowledge of facts, knowledge of concepts, recognition of regularities/ but the proportion of correlation between the growth of the quantity of reading material and the increase of the individual levels of historical culture remained an open question.

We assumed that fondness of works simplifying and schematically presenting history increases the factual knowledge of the reader, however, these works do not strengthen the ability in the recognition of the regularities of history, or if so, to a slight degree only. At the same time the fondness of historical reading material with a Marxist attitude which explores

the complex system of social interconnections and is based on the survey of contradictions primarily imply the better recognition of the regularities of history.

We assumed an interconnection among the age and the scene of the plot of the works much liked and read and historical knowledge but, according to our assumption, this interconnection is not primary and is thrust into the background by a more general transfer effect.

Our investigation touches upon the relation between interest in history and attitude to the social issues of the present. Our assumption is that interest in history does not isolate anybody generally but makes one open to the social issues of the present. We think it likely, however, that there is such a type of interest in history - which implies a determined structure of reading material - which is accompanied by a relative refusal to consider present problems. At the same time another type of interest in history and structure of reading material is accompanied by greater openness to present issues. In the course of our research we shall try to determine the characteristic structure of the reading material of these types at a later stage of processing.

The collection of data by questionnaires has been in the centre of our investigation.

Hereafter I shall limit myself to its presentation. The two main parts of the interview are formed by groups of questions concerning historical culture and historical reading material; they are supplemented by the range of interest and cultural habits of the interviewed person. The conception of historical culture has been reduced to the levels already described.

In a group of historical facts closed-ended questions were used: the interviewee simply had to recognize the correct answer. The names of eight historical personalities were enumerated. After every name three short biographies of one sentence each were given, two of them fictitious.

The names were selected so that they should represent the various ages of the past until the present; there were Hungarian and foreign persons in equal proportion. So the direct comparison of the different structures of reading material with the knowledge of facts became possible. We saw to it that the proportion of names included in, and left out from, school-books should be equal. Thus, it became possible to measure how the structure of knowledge is modified unter the influence of school and after leaving school, partly by forgetting, partly by the information conveyed by mass media and what role reading material plays in this. /This group of questions is called "knowledge of facts" hereafter/.

In the second group of historical facts, we were not content with simple identification in hearing the historical facts but asked for the more active reproduction of knowledge, Battlefields of the ancient world, 1848/49 and the World War II had to be enumerated. By processing the question we could take into consideration the proportion and the nature of the rise above the knowledge conveyed by school here, too. Our next question required the original grouping of facts, the capacity for seeing together the occurrences and greater activity on the part of the replier. The question was the following: "What happened in the other countries of the world in the age of King Matthias, the second part of the 15th century?" From the responses one can

infer the capacity for forming a portrait of an age. /By simplification this group of questions will be called "portrait of an age" hereafter/.

The comprehension of historical concepts and the capacity for their definition were measured by the reproduction and the original creation of definitions. The interviewee had to define the following concepts in some sentences: "revolution" - "serf" - "democracy" - "internationalist" - "scientific-technical revolution". In the analysis of the responses we criticised the content features according to their positive quality /"correctness"/, the number of positive content features /"rich content"/, the quality and quantity of negative content features /"mistakes"/ and the level of definition from the point of view of the nature of thinking /"linguistic-logical form"/. On the basis of their totality we qualified the responses. /Hereafter: "conceptual thinking"/.

The next group of questions related to the original recognition of historical situations and the recognition of interconnections among the occurrences through problem-solving thinking. Our question of the type "For what reason..." is the following: "For what reason was fascism victorious in Germany and not in England?" A question of another type: "Gutenberg - Reformation. Is there any kind of interconnection between them? If so, what is it?"

The historical reading material was measured through the application of a list of 75 works. They were selected from among the most frequent pieces of reading of the examined stratum on the basis of a preliminary survey according to the viewpoints of artistic forms described earlier. There were Hungarian and foreign authors alike. The interviewee had to register the fact of reading - non-reading and the reason for approval-disapproval /closed-ended questions/. The open-ended questions concerned the favourite subjects, favourite works, reasons for approval and expectations of literature.

THE INTERCONNECTIONS DISCOVERED BY THE RESEARCH UNTIL NOW

At the time of writing this summary the mechanical processing of data is still in progress, therefore I had to rely on data processed manually which explore the complete sample only from the point of view of the main indexes and analyze the indexes of one group of 100 persons /young assemblers in the building industry/. One part of the discovered interconnections will be confirmed definitively only in the possession of all the data, to which I shall always refer hereafter.

The first survey of the results justifies our preliminary assumption that the relation reading - knowledge must be examined in homogenous groups since differences in the educational level and social situation may be determinative of both reading and knowledge.

The determinative nature of social situation is all the more pronounced in both fields if we juxtapose skilled workmen of the same age and educational level. Their order of succession is determined by the degree of the complexity of their work.

	Average of read works /max-75/	"Knowledge of facts" /max-8o/	"Portrait of an age" /max-16o/	"Conceptual thinking"
industrial apprentices /4oo persons/	18,8	36,9	63,1	17,1
young skilled workmen /4oo persons/	22,8	44,6	64,4	17,7
old skilled workmen /1oo persons/	27,2	5o,o	77,1	16,9
secondary-school students /1oo persons/	26,2	58,9	134,6	26,1
administrative workers with secondary-school leaving certificates /1oo persons/	33,2	68,3	129,9	24,5

	Read work	"Knowledge of facts"	"Portrait of an age"	"Conceptual thinking"
1. lathe operators /1oo persons/	25,3	49,4	82,1	19,5o
2. assemblers in the building industry /1oo persons/	23,7	45,o	74,3	18,26
3. agricultural skilled workers /1oo persons/	21,7	44,2	59,4	18,o3
4. weavers /1oo persons/	2o,6	39,8	41,9	14,28

Our initial assumption seems demonstrated: there is a correlation between the quantity of the read works and the level of historical culture considering either the totality of culture, or its individual constituting elements. In the case of workers in the building industry, we can demonstrate this in the following simple manner: we select 10 persons with the best and 10 with the worst results and compare the number of works read by them:

The number of the read works /max-75/	"Knowledge of facts"	"Portrait of an age"	"Conceptual thinking"
The best 10	31,2	29,1	29,0
The worst 10	17,3	17,9	15,8

Here we get to one of our initial questions: to what extent is the growth of reading accompanied by the qualitative growth of the different spheres of historical culture? The result of the linear correlation of the group under survey is the following:

	Corr.
Literacy - Knowledge of facts	0,17
Literacy - Portrait of an age	0,31
Literacy - Conceptual thinking	0,56

There are naturally also qualitative changes behind quantitative changes because quantitative changes are accompanied by an inner change of the structure of reading material.

The structure of the reading material is characterized partly by identity, partly by difference.

The structure of historical pieces of reading contains numerous characteristic mutual features in different groups of young people. For facilitating comprehension we must go back to the region of sources of historical reading material. The strong effect of romantic /juvenile/ works determines the selection of historical reading material for long. It seems we have not met such identical start, such identical emotionally motivated effect in any field of reading material. It seems that the development of readers is precisely the rise above this one-sided effect: from romantic description to a more realistic description, from fiction-orientation to fact-orientation, from emotional to rational. The reading material of those on higher levels of historical culture is characterized precisely by advance on this way while the backward preserve the model of basic pieces of reading and seek for works in compliance with the model deriving from romantic and favourite literature. It follows from this that the difference must not be sought for primarily in the change in literary value but in the change in the structure of the artistic forms of reading matter.

A characteristic feature of the structure of reading of persons with poor historical culture is the nearly complete lack of intellectual "modern works" using description through transmission. The difference is even more characteristic when we examine the motives to reading.

It seems likely that the level of culture has the strongest correlation with the motives to reading though it is to be confirmed by our future calculations yet.

In summary, the group of young skilled workmen where the relatively high level of historical culture is accompanied by a relatively great interest in reading can be characterized as follows: first of all they approach a book differently, even if it is the same book. At the same time they read more and this surplus tends to rise above the naive-romantic historical descriptions, partly towards realistic and factual literature, partly towards intellectual works utilizing transmission.

PERMANENT CULTURE AND READING

The question to be resolved is the following: in what direction does historical culture change after school-leaving, /how the requirements of the

permanent acquisition of knowledge are met/ and what role does reading play in this process according to our data?

We can observe gradual enrichment in the sphere of the knowledge of facts and within this the knowledge of historical personalities /recognition/:

Correct recognition of historical personalities
/Correct responses for 100 persons, max=800/

Industrial apprentices	369
Skilled workmen who left school 2-3 years before	446
Skilled workmen, aged 40-60	500

The knowledge of the representatives of different ages is enriched at a different rate. The volumen of information acquired recently grows to the greatest extent. Going back to the historical past the advantage of those who had left school decreases gradually.

Concerning the enrichment of factual knowledge we may think of social influences and the effects of mass media which present the frequently abstract knowledge in school-books more suggestively to the receiver.

At the same time it seems that the capacity for reproducing the portrait of an age which requires more abstraction and activity in contradiction to the knowledge of events growing for years develops to a less extent, moreover it fades out. In the solution of this task this reduces the advantage of the possession of surplus information conveyed by mass media. /In this case we raise the reader from the scope of mass communications for practical reasons/. Our assumption is reinforced even more so by the replies which required the seeing together of historical events, the original observation of interconnections a panoramic view of the age.

The tendentious differences may be summarized as follows: our assumption that social environment /inclusive of the influence of the mass media, too/ exerts a strong influence on the development of the knowledge of facts already during school-years seems well-grounded. However, the receivers' interest in individual ages of history is changing, obviously also in consequence of their own age and the age of their direct environment. Making it simpler we may conclude that interest and collaterally the efficiency of acceptance gradually decrease in going back from the recent to the remote past.

At the same time the larger quantity of information itself is not enough to solve the task of the recollection of the portrait of an age which requires greater activity, the recognition of interconnections and a certain degree of abstraction.

Here we come to a decisive question: what role does reading play in the development of culture after schoolyears from the viewpoint of the described problems? On the basis of the results of our group under a more detailed survey /to be confirmed later/ we can say that the behaviour of reading differs from that of the knowledge conveyed by mass communications in general. It is true that the growth of the volume of reading is correlated with the growth of factual knowledge /0,17/ but the correlation of reading with the creation of a portrait of an age is much stronger /0,31/. For this reason reading seems to increase the capacity for seeing together the occurrences to a greater extent than other media of the extracurricular acquisition of knowledge.

Our assumption is reinforced by the examination of the capacity for the definition of historical concepts. This capacity practically stagnates in the group that had left school.

The knowledge and discernment of historical concepts and the capacity for their definition consequently do not develop under the influence of mass communications in general. At the same time this capacity is in a very close correlation with reading /correlation: 0,56/.

In summary, we can state that reading plays a special role in the permanent acquisition of knowledge after school-leaving. While in the case of age groups that had left school the degree of efficiency of cultural impulses influencing them generally decreases in going from factual knowledge to abstraction, a precisely opposite trend is observable in reading according to our measurements. Therefore, if culture after school-leaving is to be successful in every sphere, its strategy must take this particular importance of reading into consideration.

ADDITIONAL STATEMENT

A lot of signs calls attention to the fact that the situation for analyzing historical works became just ripe in our days. Earlier approaches failed to succeed. Historians and educators regard such works as watered history textbooks; men of letters regard them as coloured literary textbooks. There is a claim, therefore, for a new approach from a sociological point of view. It must be made clear that these works not only effect the reading process, but have a role in socializing processes as well. They mean stepping-stones that may be exceeded. It is questionable if they are non-fiction or belletristic works? Looking at their function, the dilemma is false. This type of reading is in fact a primordial germ cell, where each component can still be found. When its traditional form, the romantic historical novel made its appearance the writer was still a master of the whole nation. He was telling tales, teaching, educating. He told light stories, gave exact knowledge, taught thinking. The unity split but much later. Readings perform all three activities at once, therefore I suggest that the term "primordial germ cell" is better than "bridge". Thus we get closer to the functional role of this type of reading. A characteristic fact that people, being asked about their favourite readings, generally name works of that sort. We must, therefore, thoroughfully investigate that life-long experience. It was a Hungarian historian who called attention to the fact that the by and large similar historical fate of East European nations has created similar national-historical literature. The experience of historical fate affects not only the creation, but the reception of work as well. The most favourite reading of Hungarian children is the story of the siege of a fortress. Questions of life and death emerge, science stopping the Turkish invasion was existential for the Magyars. How completely different a world is depicted in Mark Twain's The Prince and the Pauper! Obviously, there is no life and death in question, but some social problems. Investigation of historical works can give all of us new and valuable points of view.

ANKUDOWICZ, Janusz

THE BOOK IN THE PROCESS OF THE POPULARIZATION OF SCIENCE

Owing to the great importance of the problematique the framework of our expounding must be determined.

I regard the popularization of both knowledge and sciences as an extensive social task and perspective. I shall discuss the phenomena and facts which corroborate the justification of popular science books, non-fiction within reading. I shall leave the highly qualified specialists and intellectuals out of consideration since books are their indispensable working tools.

Essentially I have made use of data provided by public libraries. The elucidation, the clear-cut definition of certain concepts is indispensable to the mutual exchange of opinions.

In the first place the definition of the concept of popularization must be attempted at: for the time being there is no comprehensive study in Poland on the elucidation of the process of the popularization of science. Seemingly still we know very little about popularization, though we are convinced of its necessity. The essential elements of the mechanism of popularization have not been elucidated, the social framework within which the popular science books function have not taken shape yet, the stiring or impeding factors of the interest in the "book of science" and the "book of work" have not been analyzed.

In most cases popularizing activities are not carried out on the basis of regularities, elaborated in the course of investigations, but according to personal experiences and individual convictions.

As far as I am concerned, I regard popularization as the extensive process of the social objectivization of science. Popularization is a complex of various operations and organizational measures directed at somebody who may not be determined unanimously. Namely the addressee is the geographically scattered and socially heterogenous population the individual members of which have different cultural skills and are at different levels of the reading of literary texts. The necessity of the differentiation of popularization and the propagation of general knowledge follow from this. In recent years the opinion according to which popularization is necessary for scientific workers as well is frequently expressed.

The distance between knowledge acquired by specialists and those working in different scientific fields is growing, hence it is unconditionally necessary to carry out popularization and the propagation of general knowledge at several levels: i.e. at scientific, higher medium and basic level. Given the book as the tool, it is necessary to operate with different literary

materials.

Also the definition of the popular science book may raise difficulties. Results achieved in the field of science reach the circles of society in several ways and most various forms.

As objects, they join in the work, professional activities, home life and cultural value system of man in material form. They may appear in the form of simple formulas, they may be the results of scientific research which may influence human intellect. Science is a contest with reality, it means learning to know the world. Such cognition may concern any field of macro- and microcosmos.

I should like to introduce the term "non-fiction". Namely, it was found in the course of our studies that great differences exist in the intensity of various types of works that the separation of "non-fiction" seemed an absolute necessity. This category is extremely wide, it embraces the great variety of most various books /informative and encyclopedic publications, popular treatises on philosophy, social science works, natural science publications, reportages, memoirs etc./. They are works of different values at different levels of complexity. The enumerated works arouse various kinds of interests and reactions on the part of the readers. The category "non-fiction" is controversial from the point of view of classification since it is too general and all-embracing and its boundaries are not quite clearly outlined. Still we accept this term in our research for the works belonging here are unified by a certain common feature: generally these works refer to something other than belles-lettres, the groups of their adherents are organized on different basic principles.

A number of publications treat the role played by science. It is often talked of as an objective force independent of our individual intentions, which affects life, while other regard it as human will putting life in motion, changing the environment and influencing the development of man and society.

The scientific and tchnical revolution is a chance for us, however, at the same time a threat, a hope and danger as well. Today it is not our task any more to call attention to this ambivalence. Science must be taken down from its high piedestal and it must reach the great masses of the people. To put it more exactly, we are interested in the implementation of this process through the intermediary of the book. Consequently, we must examine the factors which hinder or promote the effectiveness of this process. When we examine the popularization of science and within this the role played by the book, it is worth calling attention to some features, more exactly to take stock of existing contradictions and problems. The first one is the specialization of scientific disciplines in high degree. The language of science is a specialized language understood only by a few, mathematical methods which are frequently used, the formulas are difficult to understand, the problematique does not give rise to associations in the experience of the receivers. Hence it is obvious that interest in popular science books of high standard is hard to arouse.

Many people have antipathy to the "intervention" of science in human life. A favourable social environment must be ensured to let popularization be meaningful and effective. Environment is shaped by cognition, learning, education and training Prof. Bogdan Suchodolski's view of this problem is

20 percent of new acquisitions. Consequently there is a great disproportion between the "non-fiction" collections and the use of them. The efforts made and the costs involved are incomparably greater than results obtained. Hence more attention should be paid to factors of psycho-social nature which influence the circulation of works of "non-fiction".

Works of "non-fiction" are usually read by people with higher qualifications who take an active part in the reception of cultural values. Exclusive concentration on fiction is typical of people with a lower educational level whose sets of cultural habits are more meagre.

According to surveys conducted a few years ago 13 percent of city dwellers and 4 percent of villagers read scientific and popular science books. Today, however, the proportion of young readers in villages is already 17 percent.

Works of "non-fiction" indicate much more distinctly the stratification of the public than fiction. The educational level of those people who read non-fiction is four times higher than that of readers of fiction.

The results of former studies show that for the strata with the lowest qualifications /unskilled workers/ the book does not constitute a functional instrument of adaptation and specialization. At the same time interest in educational literature shows a somewhat rising tendency. Though the number of readers of literary texts is higher, the number of readers of non-fiction grows more rapidly.

Among the institutions and media which concentrate on the propagation of general knowledge the book is not for minor importance.

Finally the manifestations of readers' interests must be touched upon: we are unable to define the stylistic properties or the elements of the structure of works of non-fiction, i.e. which could be a guarantee for attracting readers' interest and the proper understanding of the content. In some cases the methods applied to the examination of belles-lettres might be used in the evaluation of the reception of popular science books as well, provided that the necessary selection and eventual modifications are ensured.

A few years ago we analyzed the reception of non-fiction according to types of libraries and the aspects of readers' interests. Primarily we wanted to study the process of the propagation of general knowledge through the mediation of publications in the field of the science of literature, philosophy and the science of religions. We analyzed the use of handbooks, the reception of works of memoir nature and reportages. Attempts at the acquisition of knowledge probably lag behind the need for action-packed, dynamic stories in the case of these types of texts. The decision of the reader to read a number of biographies, memoirs and reportages is due to the same motivation as interest in belles-lettres.

Further studies are still necessary to determine the role played by the book in the popularization of science more exactly. The needs and the habits of different strata and social groups must be analyzed with a view to drawing final conclusions.

following: "We feel inclined to suppose that since people create science quickly, they simultaneously directly and in a natural way obey its requirements. But it is not so. Science is to some extent an "unnatural" form of human existence because it appeals to simple, direct, intuition-prompted and not thought-over human reactions to the surrounding world, however, it requires man's effort, criticism, concentration and investive spirit in research. Science requires special discipline of the mind and special discipline of character, and in this respect it opposes many natural inclinations of the human life."

Reading is a specific form of participation in culture, a creative act, a mobilization of intellectual and emotional experiences. It requires the complete reception, understanding and processing of the text. In order to widen the social range of popular science books, qualified reception at the appropriate level must be created.

The receivers are formed above all by the school. The research revealed that a man with elementary education understands only an insignificant part of a given content, only some fragments of the text.

Here a similarly significant question, the stylistic problematique of the texts of popular science works comes up. So far this problem has not been analyzed at the appropriate level.

Reading is that type of cultural behaviour which leads to the very strong stratification of society. The reading public is the minority of society, the readers are more receptive to cultural influence than the audience of other mass media. This stratum is much more active in other spheres of cultural and social life as well. Hence there is no sign of the obsolescence of books. The social scope of the book grows at a specific, slow rate and changes in the same manner as the intensity of reading habits and the trend of choice of reading matter.

The evaluation of the effectiveness of the propagation of cultural values points to the disproportion between efforts made and the results achieved. This proportion is noticeable in the under-utilization of the collections of Polish public libraries.

Non-fiction plays an important role in the collections of libraries, it constitutes about 32 percent of the complete stocks. The number of non-fiction books borrowed increases constantly, from 8 percent in 1960 to 17 percent in 1972. The process was almost identical in urban and rural libraries.

However, the data do not testify unequivocally to the interest in scientific literature. However, it may be confirmed that the use of the collections of non-fiction is still unsatisfactory.

Our studies revealed that 10 percent of adult readers in small-town libraries regularly borrowed non-fiction. In rural libraries an average of 50 percent of the non-fiction books remained unread. In significant industrial centres where fundamental changes occurred in the social structure and economic life about 40 percent of the collections was non-fiction. In rural libraries this proportion was 43 percent, however, readers did not use these books at all or borrowed them once a year. In urban libraries this part of the collection circulates more lively, though there is very little interest in about

ADDITIONAL STATEMENT

In my paper I deal with the role of the popular scientific literature as revealed in the process of science popularization. Above all I am interested in the extent of the phenomenon. Investigation of creating books becomes only possible after having determined the general characteristics of popularization as such. I must emphasize three factors:

- There is a growing gap between professional literature as read by experts and the scientific culture of the society;
- In our days the society is much more eager to receive scientific information;
- The book is a specific means of information in science popularization; its actual effect depends both on the readers' preparation and the stylistic value of the works in question.

In Polish libraries some 30 percents of the total holdings are non-fiction. Lending rate is about 17 percents. 40 of new popular scientific books are not all asked for, or at best one such work is borrowed annually. In a new industrial centre however, 40 percents of the new non-fiction are asked for. Thus, use may be highly different. Popular scientific books have a stronger strata creating effect on the public than fiction readings; among inquirers of that kind, therefore, there are greater differences in cultural level. The role of popular science has not yet explored in professional extension-training. Our investigations show that those reading popular science generally attain faster development than those reading exclusively fiction.

Readers' interests differ in the various types of popular science. The most frequented type is the so-called boundary literature, meaning memoires, biographies, autobiographies, etc. Second in importance is the advisory literature, the "Do it yourself" series. General works are among the least sought.

The main orientation of our research is as follows: analyzing scientific needs; a stylistic survey of the works; possibilities of increasing the effect exercised upon the reader.

PROLL, Rotraud

ON USE OF NON-FICTION IN THE PUBLIC LIBRARIES OF THE GERMAN DEMOCRATIC REPUBLIC

1. INTRODUCTION

The facts and conclusions we want to represent are the partial results of an inquiry which should disclose information on the population's demands for literature and services in state public libraries.

The investigation of the demands for literature formed the basis. The loaning of literature is the main purpose of users - whereas making available and circulating the literature is the principal task of the library. Thereby it specifically contributes to the satisfaction and ever richer display of intellectual and cultural requirements, which are characteristic of universally educated and creative personalities in socialism. For instance more and more people strive to participate actively in the planning of socialist democracy, to master production by increasingly creative intellectual activity and to obtain high general and specialized education necessary for it and to broaden their knowledge continually. Requirements for scientific insights into the general laws of nature and society, for aesthetic experiences and creative artistic activities, rational spare time planning and entertainment are growing. All these requirements manifest themselves in the library as differentiated demands for literature. By a planned and continuous acquisition policy the conditions are fulfilled in the public libraries in the GDR for satisfying the differentiated demands for literature. An accurate analysis of the demands for literature raised in the library and the actual use of stocks is by all means necessary for the acquisition of books and the improvement of the methods of information and the supply of books in a more convenient way to users.

Previous detailed investigations had already tried to draw users' interests and requirements from objects and contents of literature. The present investigation intended directly to find out the demands that originate under different conditions of learning, working and living of the people, by inquiring about the purpose of use in connection with each loan.

In the questionnaire including also personal data in addition to the recording of the title, various kinds of purposes of the use had been preconceived. Its actual marking showed whether the borrowed book was needed;

- for meeting the demand that had grown immediately from social requirements, e.g. education, profession, or
- for meeting the demand that had risen more expressively from the individual requirements of the people's life and spare time planning/differently motivated interests in regard to the voluntary improvement of know-

ledge, the training of practical faculties and skills; requirements for aesthetic experiences, entertainment and relaxation.

The factual material obtained in this way gave information on the following:

- what social demand for information of different quality is brought to the public libraries,
- what kind of literature is suited for meeting this demand, and
- what literature is used by the various groups of the population.

In this case those partial results will be in the centre of interest that characterize the use of non-fiction in public libraries and may lead to conclusions for improving library work with individual groups of literature.

2. SURVEY OF LOANS AND DEMANDS FOR LITERATURE BROUGHT TO PUBLIC LIBRARIES

During the period of investigation the users borrowed 3 books per head at the average. The proportion of non-fiction in the total loans /9,803/ amounted to 38,2 percent. Borrowed non-fiction was composed of the following groups:

	Percentage
A Marxism-Leninism	2,0
B Economy, economic sciences	4,1
C Political sciences, jurisprudence and military sciences	3,9
D History and contemporary history	8,8
E Philosphy, religion	1,9
F Psychology, pedagogics, educational system	2,4
G Physical culture and sports, games	4,7
H Science of literature and linguistics	4,3
K Fine arts and aesthetics	9,9
L Geography and ethnology, records of travels	12,4
M Mathematics, cybernetics	2,1
N Natural sciences	10,4
O Public health, medicine	4,0
T Technology	20,5
W Agriculture and forestry	4,1
X Housekeeping	2,1
Z Universal and general	2,4
	100,0

This division corresponds to the main classes of the classification system obligatory for the public libraries in the GDR, which unites the individual titles into groups according to the treated subject or the field of science respectively. At the same time this structure applies to the arrangement of literature on the open access shelves.

For everybody who knows something about literature it is obvious that the shares of the individual classes of literature cannot be compared

mechanically.

Starting from the publishing trade, the libraries have at hand a supply that is very divergent in the individual groups with regard to extent according to subject and the expected demand of society.

We may state that the group "Technology" has a prominent place in the total process of use, it has pushed literature on "Geography and ethnology, and books of travels" to the second place as against former investigations.

The fact that already few groups of literature - T, L, N, K and D - form the essential part as regards the use of the total stock emphasizes the necessity of further inquiry so as to attain differentiated statements on the importance and function of the less used literature, too.

Borrowed non-fiction served in general to satisfy different needs: /I need the book for:

	Percentage
- lessons in a school of general education	10,6
- professional training	6,7
- vocational school	6,5
- college	6,6
- professional work	3,0
- current professional information	3,3
- social activity	2,2
- interest in the author	2,1
- interest in the literature of the country in question	3,3
- interest in the subject	11,0
- merely for reading	6,3
- expert interest	20,9
- practical work /hobby/	17,8
	100,0

But the lower proportion of non-fiction /36,7 p.c./ is used for purposes directly rising from professional work or instruction. The higher proportion serves - as much as fiction - various needs of personal life and spare time planning, in the first place the voluntary improvement of knowledge and skills in the most various fields. A specific task of public libraries is to supply the users with suitable literature of different kinds. In this respect it differs from the other types of libraries since e.g. special libraries primarily supply a limited clientele with specialized non-fiction for the performance of certain tasks.

Nevertheless the share of use for professional purposes and education seems to be too low. These demands will definitely grow in the long run, depending on the continually growing educational requirements in all professional fields and the enlargement of library stocks by appropriate literature.

We have taken also the fact into consideration that professional people buy frequently used non-fiction to a larger extent so as to have it constantly at their disposal.

On the contrary students depend more heavily on libraries /49,3 percent of all the users under survey/.

It is another question to what extent the demand for literature conditioned by profession and education is met by other libraries of firms and educational institutions. To answer it, extensive investigations are necessary in connection with trade union and special libraries.

3. ON THE ABILITY OF THE INDIVIDUAL GROUPS OF LITERATURE TO SATISFY VARIOUS AIMS OF USE

Starting from the realization that literature in its totality serves to meet every need, although in detail it satisfies manifold demands because of its various contents, forms and kinds of representation, the investigation was aimed at gaining insight into the ways and possibilities of the effects of literature. Are certain groups of literature specially suitable to meet special demands?

The numerical data of the use by individual groups of literature /Cf. Table 1 of the supplement/ show that - disregarding a few exceptions- all the groups had been used for all purposes. From the point of view of frequency the groups predominantly used for individual purposes, the total literature can be classified into three complexes:

1. Literature that primarily meets problem-oriented demands /profession and education/. Literature on the social sciences /A, B, E/ and moreover the groups F, H and M belong here.
2. Literature that meets both problem-oriented and spare time demands. The groups D, N, O, T and Z belong here.
3. Literature that primarily meets demands resulting from spare time occupation, in particular expert interest and needs for hobby purposes. The groups C, G, K, L, W and X belong here.

Each of these complexes comprises literature from different fields of knowledge. Thereby the investigation proves that one must not conclude from the subject treated, the contents of literature to its ability to meet definite requirements.

In addition to content, the subject treated, in many cases the quality of representation, e.g. easy style, the arrangement of the subject or illustrations etc. affect the user's decision to borrow a certain book to satisfy his need. The librarian can also experience that as a rule these forms of representation are mainly preferred which are generally comprehensible and popular-scientific in the best sense /without neglecting the informational value/, and that there are major differences in the groups of users, any expert in "his" field is a layman in other fields of knowledge at the same time. On the other hand, other demands are made on literature needed for profession and education as regards the way of representation: it must give the necessary information to the "expert" as efficiently as possible. In this connection also various aspects play a role, e.g. whether the representation is aimed at future experts, permanent education, practice or the research worker.

Without having the intention to anticipate specialized investigation of the reception and effect of literature /which will have to examine actual titles as well as suppositions and conditions of individual reception/, the results make possible an insight into the different uses of the individual

groups of literature which is of importance for making available and propagating them.

The literature used primarily for spare time purposes, very different as regards subjects, has it in common that it meets the interests and needs of many people. Thus, the groups "Housekeeping" and "Sports" include above all easily accessible literature on practical activities, e.g. instructions for the cultivation of sports and games, guides to many questions of housekeeping which we need not illustrate by examples of the titles. In addition to this the literature on sports includes a number of instructive reports, pictorial news reportages of important sporting events and popular kinds of sports which attract a number of sports-fans, give information and at the same time entertain in like manner as fiction "merely for reading".

Also the literature on fine arts, geography and ethnology includes a great number of titles which attract a large circle of users and meet the numerous requirements to understand art, to educate the readers and to let them learn things worth knowing from foreign countries and ways of living. In comparison to the use of this literature, characterized by rational spare time planning, task-oriented usage essentially steps back, for which there are also suitable information-oriented and objective works in the stock.

Similarly it is the case in the group of "Agriculture" and social science literature on "Political science, jurisprudence and military sciences." The poor usage of agricultural literature for professional purposes may be accounted for the libraries in the sample - urban libraries. In the case of "hobby use" popular titles on indoor and garden plants as well as action-oriented animal and hunting stories included in in this group might be relevant. Also with the literature on political sciences, jurisprudence and military sciences the predominant usage for spare time purposes probably applies to a part of the titles assembled here, shown by the heavy demand on criminal reports.

With primarily task-oriented literature, used for profession and education, it is obvious from the subject treated that the titles of the group "Mathematics" are characterized by a firmly objective and abstract representation and therefore as a rule are of less concern for satisfying spare time interests. With the remaining groups the one-sidedness of use for task-oriented purposes cannot be satisfactory. This especially applies to the groups "Marxism-Leninism" and "Economy". Provision for basic social science literature for study in colleges and technical schools as well as schools of general and professional education plays an important role in public libraries. Moreover it is used for "social activity" in a higher degree. Thus it meets requirements for the discussions of ideological and political questions in collective bodies, e.g. in work-groups, pupils' groups and mass organizations. In future investigations it must be found out whether the relatively poor individual use of the social science group can be accounted for by the following:

- still insufficient propaganda or a lack of suitable titles generally accessible in the library stock,
- other sources of supply are resorted to, or
- in the production of literature the elaboration of generally comprehensible instructive literature on the basic questions of society is not sufficiently taken into consideration.

The solution of these questions is of major importance for the public libraries for they do not only have to make available of the various fields for task-oriented use or spare time reading but they have to satisfy in general all kinds of needs for literature and exactly by this to promote the development of general education.

From the frequently used example of the literature on technology it is especially obvious that strictly objective representations are needed and used for satisfying professional and educational demands but besides the generally accessible numerous books on technical spare time interests and "hobby occupations" are widespread. Also the literature of history /contemporary history/ and natural sciences belong to this complex. The two groups are heavily used for classroom instruction in history, physics, chemistry, biology and for study at technical schools and colleges but also for spare time reading "for interest in the field of knowledge" or "interest in the subject". Therefore this literature is important for the work of public libraries: in the process of acquisitioning with special regard to information on new acquisitions in the form of catalogues and bibliographies the following must be taken into consideration: suitable works of subject-oriented quality must be available for the performance of professional tasks and for instruction but also such literature is needed for the layman which is generally comprehensible and serves the improvement of knowledge in the fields of natural sciences and promotes the development of firm historical consciousness.

4. ON THE USE OF LITERATURE BY VARIOUS PROFESSIONAL GROUPS

Table 2 /Cf. supplement/ contains the numerical data. /No conclusions concerning the borrowing activity of cooperative farmers, craftsmen and "other" users could be drawn since the proportion of these groups was too low. Future investigations will treat expressly the cooperative farmers' demands for literature./ The dominant groups of users are the following: pupils /35,8 percent of all the loans of non-fiction/, workers and employees /26,5 percent/, students /12,1 percent/ and apprentices /9,8 percent/. They are followed only by the group of pensioners /7,5 percent/. It means that the majority of non-fiction is borrowed by young people, pupils and students and workers. /The proportion of pensioners and housewives, on the other hand, who need no task-oriented literature, is extremely high in borrowing fiction. But also in all the other groups borrowing non-fiction takes the lead as against all other groups of literature which results in 61,8 percent, thus dominating in the total.

In principle all the groups of non-fiction are borrowed by all users' groups, therefore there is no field of literature which satisfies solely the demands of a single group of users. However, it can be observed that certain groups of literature are predominantly borrowed by certain groups of users. Within the complex of primarily task-oriented literature /for education and profession/ the proportion of the following is the highest:

A - students and apprentices
E - intelligentsia
M, H - students, intelligentsia, pupils
F - students, intelligentsia

Within the complex of literature used primarily for spare time occupations the following have the highest proportion:

G	-	pupils, apprentices, i.e. young users
L	-	pensioners, i.e. the oldest users
X, W	-	housewives, workers, employees, pensioners
C, K	-	workers /employees /c/ and intelligentsia /K/ slightly ahead of the other groups.

Within the complex of literature likewise task-oriented and used for spare time reading young people are predominant as follows:

T	-	apprentices /task-oriented use/ and pupils /spare time use/ /The proportion of pensioners is strikingly low/
E	-	pupils /The proportion of students is very low/
N, D	-	pupils, students /the proportion of apprentices is low/

Contrary to these results, the literature on medicine and public health was mainly used by housewives and pensioners. Without doubt here it is not the question of special literature but popular-science titles numerously represented in this group, e.g. guidance in the healthy way of life, baby care and nursing. The slightly outstanding use by apprentices /middle grade medical personnel to be/ on the contrary points to the necessity of suitable special literature in public libraries. The supply of physicians, medical students and research workers with special literature will be the task of special libraries also in the future.

5. SUMMARY OF THE EVALUATION AND CONCLUSIONS

The investigation was not primarily aimed at finding out the extent to which the individual groups of literature were used. It tried to determine the literature suitable for satisfying the various kinds of literature needs.

The results confirm the fact that it is characteristic of public libraries to satisfy in principle all kinds of demands for literature and to be confronted by all the classes of the population.

The results confirm that the diversity of literature demands may be classified into two essentially different groups with regard to the purpose of use: task-oriented demand and demand serving spare time occupation.

Task-oriented demand is characterized by the fact that the use of literature by the individual is caused by external requirements resulting from education or profession. In turn the demand serving spare time occupation is directed to literature and the library without these imperative requirements is independent of the individual in society. It arises directly from the differently motivated activities of the individual personality and its satisfaction improves general education to a large extent.

The demand for literature arises outside the library, under the working and living conditions of the people. In the first place the results indicate that it is essentially determined by the different conditions of professional work and the different kinds of education. Whereas task-oriented demand by nature is expressed by certain groups of population /pupils, students or workers/, spare time demands in libraries characterize all the users.

Consequently, the public library must concentrate its work on the special demands of individual groups of users who as a rule can only be satisfied by special literature on the one hand and on satisfying the demands expressed largely by all the users on the other.

The analysis of literature from the point of view of the satisfaction of demands offers insights into the possibilities of efficacy which cannot be drawn from the subject oriented arrangement of literature usual in public libraries.

In principle the literature of all fields of knowledge serves to satisfy all kinds of demands. Both fiction and non-fiction are borrowed for educational or professional purposes as well as for personally motivated reading belonging to spare time occupations. The subject treated by itself, the contents are not sufficient for drawing conclusions concerning the ability of literature to satisfy definite requirements. Beside this factor it is the point of view of the form of representation, and general comprehensibility that determine the efficacy of literature.

We have outlined in detail the possibility for arranging literature according to the predominant use of different fields concerning the contents for various purposes. Starting from the experience that for the acquisition of knowledge and skills popular and generally accessible works are preferred as a rule with spare time reading, it may be concluded that broad masses are interested in a whole series of fields of knowledge /e.g. geography, ethnology, fine arts, public health/ because of the subjects treated, this literature is borrowed to a large extent whether read for interest in the subject or merely for entertainment. Biographical literature or illustrated works on fine arts, books of travels and illustrated books on animals are typical examples of the fact that in spare time reading also knowledge is improved.

The individual results demonstrate that systematic efforts are needed to propagate the whole range of stock possibilities: the popular works on all the fields of knowledge and the strictly special literature alike. It may be expected that the proportion of task-oriented literature will increase in the future. Many-sided loans, which can be observed by now in particular by pupils, students and the intelligentsia, confirm this assumption. The continuously increasing demands for higher general education and also the progressive proportion of creative and intellectual activity in the majority of professions will increase the necessity for library use. At the same time also the spare time budget of the people will increase- with the planned improvement of working and living conditions in general, the interests in rational spare time planning by including literature will grow.

More attention must be paid to the ability of literature for definite purposes already in connection with its supply, so that the public library could discharge this function appropriately. The arrangement and presentation of literature essentially by subject and contents have to be supplemented by additional recommendations corresponding to the kinds of demands, above all in connection with information on literature.

The investigation gave some information on the possibilities of the efficacy of non-fiction with regard to satisfying different requirements. The inquiries must be continued in more detail into especially important fields of literature, e.g. the social sciences and into the demand of important individual groups of users, e.g.the workers, the apprentices and the cooperative farmers.

DISCUSSION

Leader of discussion: KOŁODZIEJSKA, Jadwiga

KOŁODZIEJSKA, Jadwiga

Having finished with supplementary statements, I suggest to set three problems for discussion:

1. The supply of libraries with popular scientific literature, its utilization in and out the library; its place occupied in the general structure;
2. Utilization of popular science in education and in the satisfaction of interests other than professional;
3. The processing of research orientations so far completed.

KAMARÁS István

I should like to put a question concerning colleague Proli's paper: in our days there is much debate on hobby-type activities. On the ground of such activity motivations one can form various groups of readers. Has there ever been such a survey in the GDR?

A question to colleague Adamiecz: I am much interested in the problem set in your paper, the more so as the literature investigated in it is also good as a kind of transitory reading, and, besides, offers an excellent opportunity for taste investigations. Dealing with the classification of readers Hungarian researchers often put the question to the readers whether they borrow biographical works with pleasure? The majority answered in the negative, or, more precisely, in the affirmative with a condition: "I read them with pleasure if they are different people from me." There were a few, however, who read those works as supplements to belletristic fiction. The question is made even more difficult by the fact that the indeed valuable works of memoire and biography literature have got an undesirable competitor: the biographical work written in a trashy manner. May I ask what the situation is in Poland? Is there any similar competition? Another question: is present-day literature of sociography read by those who like biographies of contemporary personalities?

DOBRYNINA, Natalia

Another question to the Polish colleagues: When measuring demands for popular literature, did they investigate home libraries, too? Presumably, this kind of literature is of great importance to its readers, and therefore they rather buy than borrow them.

NAGY Attila

I put a question to colleague Adamiecz: He wrote in his paper that memoire literature invoked a sense for participation in the reader. The Hungarian word also means an emotional sympathy, a joint acting. I would like to know if they investigated the quality of participation: is it indeed

a sort of "taking part" or rather a sense of being initiated, when the reader may think that he is better informed than are others?

SZENTIRMAI László

Let me ask from colleague Ankudowicz whether they investigated or not the reading needs of highly qualified experts? Have they experienced that these people satisfy their professional needs from the products of popular scientific literature? In this case reading of such books would mean a regression.

WALIGORA, Johanna

Our research did not deal in details with the hobby problem. We could establish, however, that within the field of popular scientific literature had the largest turnover, because it gave practical aid to everyday activities.

ADAMIECZ, Witold

Socialist publishing, theoretically, embarks on publishing highly qualified works, yet of course there are memoirs of inferior quality, too. These are mostly works written for some competition. Greatest is aroused by bibliographies of exceptionally great personalities, for instance those of Chaplin or Churchill. We refrain from publishing books that merely embark on revealing "bed-chamber secrets", though this kind is not without example, either. I cannot give exact figures about the intensity of the sociography of reading, but as it appears, these works are becoming ever more popular. An answer to Attila Nagy: One of the methods used in biographical novels is that the reader is brought into a situation where he feels himself being the fellow author of the novel in question.

ANKUDOWICZ, Janusz

As far as private libraries are concerned, we did not make any investigation. To colleague Szentirmai's question I answer: Highly qualified experts only read popular works dealing with the border-fields of their special line; otherwise their professional interests are also of high level.

PAPP István

Where is the frontier between special and popularizing literature? There are cases when both functions can be performed by one and the same book. One cannot classify such books, starting from their contents, their writers' intentions, or from the publisher's expectations. We are in need of a flexible system of categorization, thus the ambivalence of books also might be taken into consideration, in the course of research.

KAMARAS István

Works belonging to the category of belletristic fiction also have a popularizing function. Let me quote the example given by War and Peace. Of course it cannot be labelled as non-fiction yet it has some details from which one can not guess the whole's being a work high literature. On one page there is a map on the other a chart enrolling the armies. There are people who approach the book from this side. On the other hand, some non-fiction also can be read as belletristic. Which function does colleague Ankudowicz think of?

SIEKIERSKI, Stanislaw

Let me have some words on the reading of historical works. The educating force of historical books is well known. A piece of fiction, arouseing the reader's feelings, plastically depicting history, has a greater appeal than a work of popular science.

Polish history of the 16-17th centuries is known from Sienkiewicz's novels in Poland, not from historical textbooks. Similar is the role played by memoires. Fiction affects the sentiments, it compels the reader to enter into the spirit of the book. The only problem is that young people sometimes can not differentiate between history and adventure stories. Researches done by Hungarian colleagues help us to get acquainted with other nations' attitude towards historical literature.

SIEKIERSKI, Stanislaw

THE PLACE OF BELLES-LETTRES IN THE SYSTEM OF CULTURAL VALUES

"Value" is a philosophical category which may be interpreted in various ways, therefore, before embarking on my subject, I would like to define how I understand the meaning of this term and in what sense I intend to use it in my article.

Value means to me the attitude adopted by man to a certain phenomenon or object, consequently it is a subjective category which is at the same time objective as well since it is dependent on the properties of the object or phenomenon in question. People constantly evaluate everything they deal with from the point of view of their needs and interests. Our attitude to the world is always of evaluating nature.

The application of evaluating activity to reading means selection among the various groups of works. We wish to determine the place of books in the system of cultural values with the help of this evaluating behaviour. Since different aspects of evaluation hold good of each social group, no general evaluation effective at all times may be made.

Our empirical investigations were aimed at seeking an answer to the question whether values might be prescribed within belles-lettres. The definition of aesthetical values is generally an extremely many-sided and complicated task. The motives on the basis of which we are to judge must be determined. May the depth of insight be regarded as the main criterion of aesthetical value?

Simultaneously the complicated problem of the sentiments and sensitivity of the reader, the question of measurability come up. Sensitivity of aesthetical values is to a considerable extent dependent on the social conditions /family, school, etc./ under which the individual grew up, where he gained his general intellectual, social experiences. Hence an entire set of factors, functioning in objective reality, shape the subjective orientation of an individual.

In the opinion of the well-known sociologist Chalasinski interest in books depends on the structure of personality which is in turn determined by the social environment.

In the course of social science research, and within this in the research of reading, it may be often observed that individuals do not accept generally recognized values. In the course of evaluation three situations may be differentiated: 1. There are objects and phenomena recognized and accepted as values. E.g. such is the evaluation of the life-work of Mickiewicz within the Polish society. There is general interest in his works which are

regarded as values. 2. There are objects and phenomena known to be values but not accepted as such. E.g. the novel Ulysses by Joyce, which is regarded by professional and most cultured readers as a basic value while it is much less widespread among the reading public. 3. There are objects and phenomena the value of which is perceived but not accepted. Valuable classical works of world literature belong here which are not accepted by readers as values "of this world".

I shall use the general statements enumerated above in describing the results of empirical investigations in Poland. Our institute has undertaken the following investigations in recent years:

1. Reading of young people in large enterprises of the Warsaw conglomeration.
2. Reading of rural youth
3. Novel and reading. /Examination of the reception of two works with a strongly varied scale of difficulty/.
4. Social frames of culture in a town with 20.000 inhabitants.
5. The consumption of cultural goods /survey by the Central Statistical Office/.

The result of investigations into the consumption of cultural goods provided an opportunity for drawing conclusions which may be generalized more or less.

As compared to other mass media, the range of reading is quite wide, though in some cases it lags behind television and radio.

For lack of some basic criteria, the results of investigations are difficult to compare. The concepts of reading and reading man cannot be determined unanimously. Psychological and statistical approaches are used to define the concept of reading. The first one means whether the individual qualifies himself as a reader, the second relates to the amount of works read during a certain period of time, the unit being one year as usual.

The following conclusions were drawn from the comparable results of the investigations.

It has been found accordingly that from among cultural media the press was ahead under urban conditions and the radio under rural conditions. Television took the third place and the book the fourth place, however, its range of function was wider than that of the cinema though the examination of the cultural habits revealed that cinema took precedence of the book in many cases.

The spreading of books is primarily dependent on the level of education, the higher the level of the groups was, the more the book grew in importance.

In our investigations we laid stress on belles-lettres above all. Under Polish conditions the range of books corresponded to the range of belles-lettres. The reading of books was clearly associated with the use of other cultural media. Active readers were at the sime tive active listeners and television viewers.

We have observed also the phenomenon that the elements of culture could not be reduced, in turn they were complimentary to one another.

The values attributed to mass media and the values characteristic of belles-lettres were complimentary to one another.

The press and the radio discharged primarily an informative function informing above all about political and sports events while the radio was the source of the music much liked by youth. The television played a role through the spreading of certain forms of behaviour and ideals and hence there was widespread interest in its programs.

The values attributed to belles-lettres may be arranged in two groups. The educational function comes first, the second is the presentation of forms of behaviour, models and examples. Naturally, attempts at the acquisition of knowledge must not be understood in the strictest sense. The reader perceives the world of belles-lettres as reality and hardly goes thoroughly into psychological problems. The knowledge acquired in the course of reading belles-lettres deepens our knowledge of man. This knowledge cannot be supplied by neither the family nor the school. The world depicted by belles-lettres is richer than the world perceivable by individuals, it is boundless in space and time, there is an opportunity for the presentation of processes, the representation of historical and social events. This is especially important in the case of those strata who have no access to scientific and professional literature owing to their unpreparedness and their education is meagre.

In Poland historical novels have ever played, and are playing at present, an especially important role. They bring history closer to readers and help create the national consciousness of those strata which have been prevented from doing so until now. Experts call this process the historization of the peasantry as a class. For the Polish reader the novels of Sienkiewicz do not contain primarily data and facts but the atmosphere of a given age, the behaviour and ideals of people.

One of the most important factor of belles-lettres is the literary hero capable of exerting dynamic influences. Human passions are concentrated in him, he is the carrier of certain truths and efforts, the incarnation of truths and demands, he is the destructor of obsolete social structures, he defies the wicked, the unjust. From investigations into reading of the youth it is obvious that it is these ideals above all which the young people look for in works of belles-lettres. The young reader looks for an opportunity for his own "heroism" as well. In this regard no mass media take precedence of the book.

Since the value judgment of a literary work, as I have elucidated it at the beginning of my paper, is strongly dependent on the social consciousness of the reader, it happens often that the attributes values to a work which are in contrast to values perceived by the libraries or even by the author himself. The art of book recommendation must resolve this contradiction.

In a study on the reception of two novels /One Hundred Devils by Kraszewski and La Peste by Camus /it was found out that a very high proportion of readers did not respond to the modern novel using a complicated communicative system. In this case such conclusions may be formulated that a certain part of contemporary literature is effective only in the case of narrow social strata but not in the whole society, hence not all the values of a work can make their influence felt. The estimation of works is often influenced by fashion or the interest of a social group.

Without aiming at completeness and perfection, finally we should like to draw some conclusions:

- in the age of the widespread use of television the extent of the effect of the book depends on the extent to which the level of expression and representation develops.
- belles-lettres do not carry values comparable to values represented by mass media, since through the transmission of notions and ideals it influences human psyche peculiarly.
- mass media are primarily destined for the transmission of fresh information and they are also the indispensable elements of leisure activities.
- under Polish conditions television mainly helps form the new modes of life especially in the rural environment.
- the realitivity of literary values is highly helpful in the internal integration of social groups and national culture.

PAPAZOVA, Krasimire - MITOV, Zdravko

READING OF CONTEMPORARY BULGARIAN BELLES LETTRES

In our country a whole series of investigations have been conducted and they were aimed at the reading of the various strata of the population and their general interest in literature and within this belles-lettres. But none of these investigations was aimed at the reading of the contemporary works of national literature and the readers' interest in them.

Exactly this is the aim of the present sociological survey: we wanted to determine the relation of the readers in public libraries above the age of 15 to contemporary belles-lettres. The survey provides ample material for the in-depth study of the effect of new works of belles-lettres on the reading clientele of libraries and through this also the effect made on all the readers of the works may be evaluated. The relation of the broad masses of readers is the most sensitive matter in the evaluation of the artistic value of new books. On the basis of the survey conclusions may be drawn concerning to what extent and how the authors of the works under survey had accomplished their great and highly responsible tasks - the true, faithful, emotional and artistic representation of the many-sidedness of today's life and today's man.

The survey was conducted only among the reading clientele of libraries. Our considerations were the following:

- Only libraries provide opportunities for the observation of the readers' attitudes towards contemporary works and the determination of the degree of the effect of one book or another, which is reflected in the frequency of loans. The reading of the books bought by the citizens to supplement their own collections is very restricted. And besides, only the good works of well-known authors are bought for private libraries.
- The readers in libraries are generally the most active Bulgarian readers. These readers understand and appreciate works of belles-lettres on a high level. Libraries organize for them various events - discussions of books, meetings of authors and readers and reader conferences which may promote the development of their literary knowledge and aesthetical tastes.

During the survey our attention was directed to such questions on the basis of which the reading of individual works could be determined, as well as the differentiation of the readers' activity concerning individual literary genres and the readers' thematical interest according to their occupation, age and educational level. The effect made on readers by various information processes in the context of works to be read and preliminary information was especially important.

In the performance of the set tasks observation was our basic method. Observation extended to the reading of contemporary literary works.

Every book the first edition of which was published during the previous year was the object of observation. On the basis of the national bibliography the list of the books to be observed was compiled. A special page was placed in every book on the list in the possession of libraries. In consideration of the requirements of the survey the page contained the following data: the data of issue, the occupation and age of the reader as well as sources providing preliminary information on the book.

Before commenting on the results of the reading of contemporary works of belles-lettres in 1973, we think it practical to enumerate some quantitative numerical data:

- The survey was conducted in 91 public libraries: 14 county, 40 town, 21 village and 16 trade union libraries.
- The observation extended to 234 new books of which there were 17,758 copies in the possession of these libraries.
- 40,906 persons head read the books marked out for the survey.

1. READING OF NEW BELLES-LETTRES BROKEN DOWN BY LITERARY GENRES

The literary genres accepted by the science of literature and other investigations - novels, short novels, short stories, poetry, dramas and miscellaneous books - were used for the purposes of our survey.

The percentage distribution of the read literature by genres was the following:

Novels	21,4 percent
Short novels	23,7 -"-
Short stories	21,7 -"-
Documentary	12,3 -"-
Memoirs	7,0 -"-
Biographies in novel form	3,1 -"-
Poetry	8,8 -"-
Dramas	0,3 -"-
Miscellaneous works	1,6 -"-

The results achieved in connection with the reading of contemporary belles-lettres corroborate the conclusions drawn by studies so far, as well as the expert opinion of librarians according to which the proportion of the reading of works of fiction is significantly higher than that of poetry. More than 91 percent of the books belonged to fiction while the proportion of poetry was below 9 percent.

Arranging the enumerated genres in four basic groups /i.e. fiction, documentary, poetry and drama/, the attitudes of readers to individual genres widely differed. In reading artistic fiction headed the list, it had a considerable advantage of the other genres. It comprised more than two thirds of the circulation of contemporary works. Documentary literature was the second on the list, followed by poetry and drama.

Inasmuch we restrict our attention only to fiction and its three versions - novel, short novel and short story /novelettes, sketches and essays belong to the latter/ - and compare their use to the titles published and acquired by libraries, we can find out that the greatest importance is attributed to the novel which takes precedence of short novel and short story. However, its advantage is not so clearcut as suggested by other investigations.

In the group of documentary literature the places of documentary works and biographies in novel form are almost the same. The reading of memoirs is more restricted. Here the greatest interest may be observed in the reminiscences of outstanding personalities, while reminiscences of less known persons are read less or not at all.

On the basis of the results and the conclusions drawn we think that novels, short novels and short stories will be very popular among Bulgarian readers for a long time to come. At the same time a certain increase in interest in documentary literature and poetry may be observed which indicates a certain rise in the culture of reading among the readers of libraries.

2. READING OF CONTEMPORARY BELLES-LETTRES BROKEN DOWN BY THE OCCUPATION OF READERS

The data of the reading of contemporary belles-lettres according to the occupation of readers in our next table are interesting. For this purpose we arranged the readers in ten categories which coincide with the categories of the borrowers' register.

Distribution of readers by occupation

Engineers and technicians	6,8 percent
Physicians and health service workers	2,9 -"-
Agricultural specialists	1,6 -"-
Specialists in exact sciences	2,4 -"-
Specialists in the humanities	5,8 -"-
Workers	19,3 -"-
Agricultural workers	2,7 -"-
Students	30,2 -"-
Employees	15,3 -"-
Other	13,0 -"-

The survey showed that students take the lead in the use of contemporary belles-lettres, they are followed by the workers, employees, the "other" category, engineers and technicians, specialists in the humanities, physicians and health service workers, agricultural workers, specialists in the exact sciences and finally agricultural specialists.

The sociological studies carried out so far showed the intensive interest in reading in general as a feature of students, primarily in reading classical literary works which completely corresponds to the facts. However, it was unknown how the students were disposed towards the works of

contemporary authors in comparison with the other categories of readers. The results of the present survey give us the right to state that students are predominant in reading contemporary belles-lettres as well. They amount nearly to one third of the users of contemporary belles-lettres and exceed the next category of readers by 11 percent. The students' interest in contemporary works of fiction expresses their interest in new life, it shows that they are interested in the artistical representation of social contacts established between the people in our society since they are the members of the same society themselves. They can understand their position in society best through contemporary fiction and they can determine their behaviour, too.

The proportion of worker readers is also significant. They amount to nearly one fifth of the readers of contemporary belles-lettres in libraries. The category of engineers and technicians, the most actively creative category which applies the results of technical-scientific development and directs the activities of workers, stands fifth on the list, amounting to 6,8 percent. However, it can be seen that together with the workers the proportion of those involved in the production of industrial material goods amounts to more than one fourth of the readers /26,1 percent/.

The category of employees and the "other" category stand third as well as fourth. Primarily the readers' liking for the reading of fiction is characteristic of these two categories of books, too. Their constant interest in reading may be accounted for by the fact that these categories do not perform intellectual tasks beyond their working hours.

The interest of the specialists in the humanities in fiction is insignificant. They amount to 6 percent of the readers which does not correspond to their educational level and their social position in society. It is difficult to decide whether they are too occupied or are not attracted by contemporary belles-letres. However, it is a symptom to be explored.

At the same time an interesting and welcome fact was also explored by the survey. Some growth tendency may be observed in the agricultural workers' interest in contemporary belles-lettres. They are immediately after the category of physicians and health service workers and take precedence of the specialists in exact sciences and agricultural specialists. It seems that the opinion according to which nearly exclusively the classical Bulgarian literary works describing the life and manner of living of Bulgarian villages are read by agricultural must be corrected in a certain sense. Perhaps it is still too early to speak about the radical change in the literary and artistic interest of country workers. However, in some way or other a positive change may be observed. This follows from the equalization of the rural and urban material possibilities, democratization, the development of the mass media in the dissemination of cultural values, the rise in the educational level etc. All these factors lead to the rise in the general cultural level of the whole society including the peasants as well. A future survey of the position of reading in the Bulgarian villages may give a positive account of this development.

The worrying attitude of agricultural intellectuals towards reading is not a new phenomenon. This may be seen in the context of the reading of new literary works, too. However, the place of the specialists in exact sciences who amount to only 2,4 percent of the readers and precede the category

of the agricultural specialists /1,6 percent/ only by 0,8 percent is unaccountable.

3. READING OF CONTEMPORARY BELLES-LETTRES ACCORDING TO THE AGE OF THE READERS

The social activity of men is the determining factor on the basis of which we can draw conclusions concerning their interests in general and within this their interest in reading. Interests are not static features. Under the influence of various factors they undergo changes. Depending on the position occupied in the social sphere, the interests of groups of different age do not coincide. Generally, attitude towards work and responsibility in the process of work and beyond this are expressed in interest. The dynamics of general and readers' interests are dialectically in keeping with the dynamics of the time of life.

With these considerations in mind we examined the attitudes of readers towards contemporary belles-lettres depending on the characteristics of the different age-groups. For this purpose we arranged the readers in five major groups: between the ages 14-18, 19-30, 31-50, 51-60 and above 60.

The distribution of the books read depending on the age of readers

Age	Percentage
14-18	28,0
19-30	30,8
31-50	30,9
51-60	5,3
above 60	5,0

The survey showed the clear-cut lines in interest in reading according to age. Readers between the ages 14-50 are at one end of the spectrum, they show a lively interest in every new book by our authors, while readers above 50 are at the other and of the spectrum where this type of interest is significantly less. In percentile terms this proportion is the following: 89,7:10,3. The fact that the proportion of readers under the age of 18 is 2,8 percent lower than that of readers between 19-30 and 31-50 is not worrying. On the basis of this we must not jump to the premature conclusion that this age-category is more passive. This fact may be accounted for by the following: this age coincides with the school-years characterized by the intensive reading of the literature connected with the studies as well as the reading of the literary heritage. Moreover the activity of this age-group in reading contemporary literature must be welcome.

4. READING OF NEW BELLES-LETTRES ACCORDING TO THE EDUCATIONAL LEVEL OF READERS

Our overall picture of reading will be more complete if we examine it in the light of the educational level of readers. Despite the fact that we collected no data of the educational level, on the basis of the relationship between the educational level and occupation of readers, the borrowers' registers in libraries and the age we regard the achieved results and conclusions as correct.

Reading of contemporary belles-lettres in percentile terms, according to the educational level of readers

Educational level	Percentage
Higher and vocational secondary	19,5
Secondary	35-40
Students	30,2
Primary	10-15

The results of the survey categorically favour readers with secondary school qualification who show the keenest interest in new books. The readers with secondary school qualification constitute the most active group of readers in libraries through the attitude of whom we can draw conclusions concerning the quality and attraction of every new book. Their relatively correct evaluation is a significant link in the reading and reception of literary works since their opinion plays no inferior role in the personal contacts of readers. Literary criticism lags behind and plays no leading role on reading. Readers are outside the sphere of literary criticism in consequence of which criticism is still unable to perform one of its roles - the propagation of literary works and the active direction of reading. Criticism still only registers literary phenomena, it is not the active and objective propagator of the works.

In consideration of its size the second group is formed by students, i.e. the readers on the way towards secondary school qualification. Also readers with higher qualifications show greater interest in contemporary literature. Readers with primary qualification constitute the least stable group of the readers of belles-lettres still their proportion is not low.

The analysis of the results of our survey enables us to draw conclusions analogous to the conclusions of other surveys: the educational level is an important factor in the reading of contemporary Bulgarian belles-lettres. Interest grows concomitantly with the rise in the educational level. It is most interesting among those with secondary school qualification and a certain fall may be observed among those with higher qualification. This result encourages us to suppose that the instruction of literature at the secondary schools and the whole aesthetical education of the young generation ought to be raised to a higher level. The future citizens must acquire comprehensive reading culture already at school in order to let them establish a correct system of aesthetical and literary values.

5. READING OF CONTEMPORARY BELLES-LETTRES DEPENDING ON INFORMATION CHANNELS

In our survey we investigated the effect of eight basic sources of information, some of them in a complex way. Our idea formed of their effects will enable us to draw conclusions concerning the propaganda activity of libraries and to plan measures with a view to their improvement. The classification of individual information sources in absolute and relative numbers is the following /the readers selected the books to be read on the basis of these/:

Information sources	No. of readers	Percentage
Open access	20,733	50,7
Librarians	12,990	31,8
Friends	3,056	7,5
Teachers	1,115	2,7
Exhibitions and shopwindows	999	2,4
Select bibliographies	744	1,8
Other sources	739	1,8
Press, television, radio	530	1,3

The results of the survey show that open access established as a result of the democratization of the services rendered for the readers /open access system/ is of the greatest importance in the selection of the books to be read. Its dominant character applies to all the genres. Its effect is most pronounced in the case of belles-lettres and those genres the contents of which allow of the quicker orientation of readers- short stories, poetry, drama, short novels. Its importance is more restricted in other genres, especially in the case of documentary literature. Depending on the types of libraries most works are selected on the basis of open access in county libraries which are followed by trade union, town and village libraries. This order of succession indicates the preparedness of the readers in these libraries as well.

The librarians are the second important channel through which the readers in libraries are orientated. Their effect is much more extensive since they influence readers through other library channels, too. The recommendations by librarians influenced more readers in the case of documentary literature in percentile terms. The role of librarians is almost equal in different types of libraries which shows that every reader needs them. Friends play a more modest role in the selection of books among the readers in libraries. Friends recommended more belles-lettres than documentary literature. This information source is most active among the readers of trade union libraries and most passive in county libraries. Also this fact hints at the level of the readers.

Teachers, as the channel of the direction of reading, stand fourth, unfortunately their result is rather poor. More is expected of them since also their possibilities are greater and school fulfills also the conditions necessary for this. The character of books recommended by teachers shows that they were used on the occasion of anniversaries, quiz programs and similar

programs. The effect of teachers is strong in village libraries and weaker in other libraries.

The effect of exhibitions and shopwindows is similarly restricted. Their effect is nearly the same in every genre. According to libraries, their effect was stronger in town and county libraries and weaker in trade union and village libraries.

Select bibliographies together with "other information sources take the preultimate place. Their modest effect indicate the poor training of a part of librarians and the poor "bibliographical culture of the readers." More documentary literature was borrowed on the basis of select bibliographies. This is so because publications of documentary character are quickly included in select bibliographies and thematical book list usually published by county libraries for operative purposes on the occasion of anniversaries, celebrations etc.

Mass media - periodical publications, radio and television - take the last place. We do not know whether the activity they display in this field is sufficient or not, good or bad, what works are included in it etc. But the fact that only 1,3 percent of new books were selected on the basis of these media exerting a tremendous mass influence on the other hand confirms that they have not done enough or have not found the form most suitable to this purpose.

6. CONCLUSIONS AND PROPOSALS

On the basis of the present survey the following conclusions may be drawn and the following proposals made:

1. Contemporary Bulgarian belles-lettres are in their proper place among the readers in libraries.

2. Among the readers a pronounced interest in literary genres - novels, short novels, short stories - may be observed and they will be liked and respected for a long time to come.

3. It was found that there is a growing tendency of interest in the other genres, too, primarily in documentary literature. This indicates the rise in the level of readers, the many-sidedness of their demands, i.e. the widening of their range of interest. There is reasonable ground to believe that interest will keep on growing and deepening concomitantly with the rise in the cultural level of the whole population.

4. Among the works read contemporary books take the lead. They are read by students and the manufacturers of material goods - workers and engineers as well as technicians - alike.

5. The proportion of the books which are hardly read if at all is still very high. This fact shows that the producers of literary values ought to be more demanding as for the quality of their works, they ought to create works valuable from the artistic point of view for their readers. The publishers ought to select the best of these works.

6. Those with secondary school qualification are the most active readers of the works of contemporary Bulgarian writers. Since the secondary school qualification is the basis of the reading of belles-lettres, the instruction of literature at the secondary schools must be improved.

7. The library information channels play an extremely important role

in the selection of contemporary books since they provide preliminary information for the readers and shape their interest. Their effect will increase together with the improvement of their quality.

8. Mass media are not in their proper place as far as the information to be provided for readers in the selection of new books is concerned. Their work must be improved by finding the appropriate forms of the propagation of contemporary literary works and the information of the reading clientele on these works.

9. In the interest of the direction of the reading of books, appropriate from the ideological and artistic point of view, cooperation between the Bulgarian Writers' Association and the Bulgarian Critics' Association on the one hand and cooperation among libraries on the other are needed. Libraries are in need of the timely qualitative evaluation of literary products so that they could provide objective and active information on new literary works acquired for the readers. This will raise the level of the work of libraries which will promote the rise in the artistic-ideological taste of readers.

ADDITIONAL STATEMENT

MITOV, Zdravko

Our investigation started by an idea published in a weekly magazine. Each year the magazine asks its readers to vote to the most successful book of the year. The so gained list was put to the readers' disposal. So far we knew only about the success of books read in the libraries. Cooperating with the publishers, we can gain information from a wider spectrum. In our work we proceeded from the book towards the reader. We are analyzing the book read and the opinions of the borrowers. We limit our investigations to the first publications, because the readers answered with their juvenile experiences when confronted with the question: "Which book did you like the best"?

GÁL Ágnes

PORTRAITS OF YOUNG READERS FROM THE ERVIN SZABO MUNICIPAL LIBRARY OF BUDAPEST

The municipal library network with a past of already 60 years has investigated the nature and the methods of the development of literary taste. These works are interrelated and both the prewar ones and those following them examined primarily the manifestations of interest and the changes in the choice of books. They tried to offer reasons for, and to determine the relationships between them on the basis of these data or from the point of view revealed by questionnaires.

Investigations and talks with readers during recent years warned us that deeper and more intensive knowledge of literary taste and the library manifestation of the results of literature education were necessary. Also the plan of the search of reader types was outlined.

In the investigation of the relationship between literature and the reader we sought to proceed by the search of certain motives of needs - habits - and effect. It was not our aim psychologically to investigate the reception of a literary work but to explore the type marks and tendencies by the comparison of the nature of choice, the motives of expectations, certain influences and reading habits.

In our work we have mixed methods of several kinds. We have sketched the portraits of readers on the basis of two interviews using questionnaires, a booklist and the observation of reading matter for half a year. Between the interviews there was a time lag of about two months. The first one surveyed the history of the reader's library attendance, books read during the last month with the exception of those borrowed from the library, the method of the individual choice of reading matter, talks about the reader's reading matter, book acquisitions from other sources and demographical data. /Some other questions were also touched upon, however, we could use them only partly, so they are not enumerated here. /Concomitantly an alphabetical list of 120 books was compiled. The combination of old, modern, valuable and valueless /lecture/ literature was proportional.

The second interview was partly to control, partly to deepen the first one. It surveyed certain manifestations of needs, features of taste and the effects of books and it dealt with reading habits, too, in sufficient detail. It also inquired after the date of the beginning of reading.

During this half-year period every borrowed book was recorded, in the portrait, however, titles are cited only as examples, by way of illustration, the whole amount of titles together with those contained in the list was converted with the help of a key of conversion according to the date of the writing of the work /old literature - contemporary literature/

and its value as well.

The numerical data obtained in this way as well as the information gained on the basis of the responses in the questionnaires were summarized on the basis of a determined sketch and used to form the reader portraits.

Material was collected for the portraits of 15-60 readers from the given age group chosen at random in 15 libraries belonging to the municipal network. 322 portraits will be summarized and the features by types on the basis of some main data will be evaluated.

48 percent of the sample was female while 52 percent was male. The distribution by occupation and age was the following:

sec. school student	industrial apprentice	university student	unskilled worker	skilled worker	other workers
44 %	15 %	12 %	0,5 %	12 %	16,5 %
14-16	17-18	19-20	21-22	23-24	
28 %	38 %	16 %	10 %	8 %	

In the processing of the material demographical breakdown within the individual types was neglected because it could have caused fragmentization.

Also Ernő Gondos[+] referred to the fact that interest is more changeable in younger days and also the experiences gained in the course of our survey showed that there were innumerable possibilities of variation beside the fundamental direction. It must be emphasized that we have observed unsettled tastes and a number of uncertainties in expressing one's opinion among young people, mainly under the age of 19. These reasons moved us to search for the essential direction of interest instead of the great variety of variants. For this reason these types manifest themselves in remarkable tendencies observable in reading culture, which imply also the directions of development.

In the light of the numerical data the following five types were formed:

A./ Those persons belong to this group who regard reading as mere killing time. They expect of literature exclusively to amuse them. In this sense amusement is regarded not only as psychological motivation but also a sole aim. Accordingly they have a liking for stories full of surprise turns. Their favourite literary genre is the novel - in which only the plot absorbs their attention -, they need hardly any other literary genre, if at all. They read the end in advance and if it seems boring, they skip certain parts or stop reading. These demands they make on books and the effects of the book on them alike show that they do not regard literature as art and are unwilling to make efforts to understand it. /At most up to the level of logical play in the case of crime stories, though it is far removed from the sphere of artistic reception./

In this outline this group is rather homogenous, though there are naturally more or less deviations here, too. Numerical data conceal individual characteristics, on their light the general "symptom" which corroborates the

[+] Ernő Gondos: Izléstípusok a magyar olvasók körében. /Types of taste among Hungarian readers/. - Valóság, 1972. no. 7.

former may be seen. 31 percent of them read also popular science works frequently which shows that in their case primarily the evaluation of fiction and not of the role of reading is a great trouble. This part of the type may be mobilized most and supposedly approach the next type. The distribution of the group is the following: 73 percent female and 28 percent male. Characteristically while 66 percent of all the readers is under the age of 19, in this group their proportion is 75 percent. Reaching the awkward age and the attraction of adventure stories also account for it. To have a look at the educational level is more suggestive - it may be concluded from the proportion of occupations. Industrial apprentices have finished their primary studies - as is shown by the distribution by age - and an extremely problematical part of this form of education are the human studies, with literature included.

Accuracy was tested by the question which sought to measure the coincidence as well as difference between data gained from questionnaires and borrowed books. We may suppose that deviations spring from errors in expressing one's opinion and also the reader's wish to find favour in the librarian's sight may play a part. In comparing the data of the five groups a mixed picture is obtained but the deviations shown by type A may be regarded as excessive. Though the portrait does not reveal the reasons for deviation, the data indicating the coincidence confirm that our data are accurate at a rough guess.

Also the extent of book acquisitions outside the library is connected with the needs and consequently it varies by types. The little extent of use of other sources is characteristic of all the groups. The great extent is 9 percent in type A, which is low in comparison to the other categories. The proportion of crime stories is very high, that of other fiction and poetry is low. In comparison to other types the proportion of popular science and professional literature is high and this is in conformity with the before-mentioned information needs. 3 percent goes to other libraries, hence this can hardly be regarded as a possibility of book acquisition. We may think of purchase - 40 percent of the group are workers - but the responses to the questionnaires indicate borrowing from friends by far the greater part.

We have sought for interrelationship between the beginning of reading and the date of the beginning of library attendance and the level of reading. Taking into consideration the higher proportion of those under the age of 18 and those who began to read during the upper classes or later, at the completion of the primary school, the matter in question is not long library attendance neither in spite of the high proportion of the frequentation of children's libraries. /However, we must definitely ascribe a role to the library in the regularness of reading./

In the manner of the choice of reading matter several possibilities are indicated by the reader. In this type mainly eventuality prevails, also search by authors is relatively rare and search by aesthetical aspects did not occur at all.

The group of questions enumerating demands expectations of literature and favourite literary genres contains a characteristic element of type forming and it indicates whether the reader consequently differentiates or not in liking valuable and valueless literature. The data indicate the decisive dominance of naive expectations - the book should be humorous, a love-story, a thriller, etc.

In the regularity of reading habits only the most closed group /D/ has exceeded the proportion of 80 percent - nearly 80 percent is characteristic of the whole sample inclusive of type A as well. This shows that the majority of the persons under survey really read all the time. It may be characteristic of the age group that a few of them read several books at the same time. /It was more frequently hinted at only by those who read on a higher level. In this case this may be brought into connection with age, too./

In borrowing the proportion of old literature is the lowest in the group, however, in consideration of values the situation is just the reverse. Lecture /less valuable fiction/ and crime stories constitute the greater part of the reading matter. This naturally influences the proportion of all the books but also here the romantical novels and historical thrillers read in children's libraries result in the dominance of old literature.

B./ The main characteristic of this type was that both the responses and the reading matter reflected cultural needs. The young people belonging here regarded the acquisition of knowledge as the main function of literature. Also their proportion in reading popular science literature is the highest /50 percent/. The highest proportion of them /19 percent/ goes to other libraries and also it is they who stand first as regular readers after having learned to read. Only 2 percent shows deviation between the books read and the responses given to the questionnaire. Also the number of those who read everything through is ahead of all the categories. 93 percent goes to libraries regularly. These data indicate deliberate efforts to get information.

Individual portraits give evidence of frequent interests in documents and factual information, choice of books by subjects and authors and the consideration of aesthetical aspects. The psychological motives of this type of need belong to the subject area of the psychology of reading. It is a fact that the extensive spreading of documentary literature, the addition of the pragmatic method to the stock of literary means and this reception need are interrelated. A contribution to what has been said above is the lower level of interest in poetry and theatre as well.

C./ The readers in whose group the occurrence of deliberate needs was of a lesser extent but there were more valuable works among their reading matter than in group A were included in a transitionary type. The choice is not planned and deliberate but mostly a matter of mere chance. The decisive majority of readers is under the age of 18, 48 percent goes to secondary schools. Hence also the effect of the school on the changes in the reading matter may be observed. The proportion of valuable works among borrowed books is relatively high. Also required reading may be found among them, however, individual interest definitely plays a role in the choice during the half-year in question.

The considerably lower proportion of naive expectations and the nearly equal level on the spontaneity of the choice of books, the greater preference for poetry and theatre and the high proportion of crime stories also throw light on the unsettledness of the members of the group. The skipping of details is reduced, there are more people who read through everything, however, the proportion of those is the highest who do not differentiate between valuable and valueless works.

The proportion of children's library attendance is also the highest in this group. The number of those who go to other libraries beside the district

library, the proportion of acquisition from other sources is high enough, and here borrowing is meant again, considering the high number of students /lack of earned income/.

The proportion of those who prefer reading on weekends is insignificant, considering the whole sample, it may indicate occupation with study.

D./ The high level of the choice and reception of literature is characteristic of this group. In addition to the composition of the reading matter all the data point to it. Also in the course of the interviews the libraries gained experiences of this kind and formulated them in the portraits. The evaluation of books, the deliberate choice - from aesthetical point of view in high proportion - and concomitantly the insignificant incidence of negative phenomena, the high proportion of preference of poetry and theatre among literary genres and the high proportion of reading all the literary genres are in conformity with these statements set down in writing.

In type A the high proportion of this group in reading several books simultaneously was indicated. At the determination of preliminary conditions the opinion that the reading of a single book at a time was more possible for it ensured absorption in a book and more concentrated reading came up. The numerical data seem to contradict this opinion though the portraits do not confirm the advantage or drawback of either version beyond any shadow of doubt.

Type D is characterized by closed, literature-centred interest. The proportion of every literary genre is high, the poetry and drama may be emphasized. In the developed state the more advanced age characteristic of the category and the cultural level following from the distribution by occupation /university students and others intelligentsia/ play a decisive role, 2 percent are young people who temporarily work as unskilled workers after the final examination at the secondary school.

E./ Those readers are included in this "open type" in whose group attempts at amusement and the acquisition of knowledge together with the high level of aesthetical needs are found alike, however, in the estimation of values consciousness plays a lesser role than in the former group.

60 percent of the category is under the age of 19, the proportion of secondary-school students is high. Also this fact corroborates the role of age and the decisive effect of studies. Those who occupy office posts not requiring any professional knowledge after the final examination at the secondary school are predominant here. A high proportion of all the works read, i.e. 98 percent contain old literature, the proportion of valuable works is equal, hence they belong to classical Hungarian and world literature. In borrowing modern literature ranks in priority here, too, the results are good considering values, too.

CONCLUSIONS

The framework of the present study does not allow of the analysis of types with full particulars, neither the accurate description of the moments of the making of the portraits. The latter subject is amply treated by the collection published two years ago which contains data related to 50 readers together with the presentation of the course and the aids of the survey. After the outlines of the types the theoretical and practical conclusions of the whole work must be drawn in short.

It is a very energy and time-consuming work the precondition of which is based on the longer contact between librarian and the reader. At the same time it is its main strength and therefore it can be deeper than the single interviews used in extensive public opinion research. Also its function is different for the main aim of the library, also in research, is to try to change the needs and tastes of readers concomitantly with getting to know them. Therefore a great number of librarians are required by investigations of this kind. A number of difficulties are met which render more difficult or hinder reading research which are more complicated than those simply based upon statistical measurements. However, library pedagogy propounds the need for the better knowledge of individual readers and the formation of their types from time to time. If there are no elaborated research results supported by numerical data, then typology of a single kind results from the practice of the educational work of the library, building on the individual "library characteristics" of the reader, e.g. "beginnning reader", "new reader", etc. And the dialectical balance applies to this area, too, inasmuch as the advancement of readers' education urgently necessitates exploratory work and research has a fermentive effect on interpersonal contacts within the library.

The control of portraits from time to time is very important and the most difficult to perform. This may result in the observation of the individual's development and the collection of the general experiences gained in taste education.

Because of the above-mentioned obstacles this could not be carried out extensively. The library examined how many people under the survey remained readers. From among the 15 readers some moved off or just did not borrow anything during the month of the control. The reading matter of six young people was recorded and some questions put concerning their personal fields of interest. Instead of trying to generalize on the basis of the cases of six people, we refer to their development as readers in some words.

He who belonged to the transitionary type as an industrial apprentice is today a locksmith and finishes the fourth class of the secondary school for workers. His field of interest has widened and he became more receptive to poetry what he regards as his favourite literary genre. He reads literary periodicals regularly. He chooses his reading matter from the aesthetical point of view.

The boy who had gone to a secondary school became a medical student. He is interested invariably in science fiction and simultaneously natural science. In view of fiction his taste has not developed.

The university student who had interest extensively in fiction became a political economist, he turned his attentions towards sociography, his field of interest has grown narrow.

A woman clerk who continued economic studies became a regular reader of poetry beside her mathematical interest. She takes part in the literary evenings of the library, moreover, she plays parts.

In general, it may be pointed out that the system of institutions by fulfilling the personal and material conditions may contribute greatly to the development of those who are attached to the library and whose taste may be moulded. One of its keys or methods is the investigation described above.

ADDITIONAL STATEMENT

Let me say some words about the difficulties of our work. First of all, I should like to hint at the drawbacks of typifying. Grouping into categories causes problems, both in the cases of personalities and of books. Determining groups means another difficulty, because several similarities and dissimilarities must be taken into consideration. We relied mainly on library practice, where educating readers is being made through literary (belletristic) works. We described the readers' portraits on the basis of two questionnaires, a list of books (the pleasing books approved of had to be underlined), and an analysis of half a year's readings.

STELMAKH, V. D.

STUDY OF THE READING OF BELLES-LETTRES

Man's aesthetical opinions form one of the most important parts of the communist ideology. Together with social-economic and political convictions as well as ethical norms they exert a tremendous influence on every side of everyday activities and are connected with the object of independent analysis. It is our task to explore the contents of aesthetical opinions and to perfect the purposeful influencing of their form and method.

In the performance of this task the study of the reading of belles-lettres plays the most important part which is connected with the general interest shown in artistic reading matter. It is this sphere where the tremendous attractive force of the printed word manifests itself.

Mass interest in a certain work of art is determined by social influence, it is of social character and shaped by the channels of propaganda. Their strength is corroborated by the great rise in the interest in the works adapted to the screen.

The spectator gets from the film to the work for very different reasons. But the good impression made by the film is by far not the absolute condition for the interest in reading the work in question, frequently the active rejection of the film is the motive force: "I did not like the film, it is hotly debated anyway. I should like to be clear about it." /on the film entitled "Anna Karenina"./

The effect of the channels of propaganda is clearly observable in the analysis of readers' interest in the periods of the celebrations of anniversaries. E. g. S. Jeszenyin /!//his anniversary was celebrated in 1965/ occupied one of the first places in the investigation "Soviet Reader" as far as his popularity is concerned. 30 percent of works reading belles-lettres named him as their favourite poet. Not more than one and a half year before our present investigation this proportion turned out to be 9 percent. At the same time interest showed in other poets remained stable.

Let us quote another example of the factors influencing reading- the popularity of the works published in a novel newspaper /a cheap publication of periodical character, the number of copies printed exceeds two million. It was Lenin's ingenious thought to publish cheap novels in the form of a proletarian newspaper for the people./ In the investigation the works published in novel newspapers were the mostly read books in small towns.

At the same time it was not confirmed that the structure of motives in reading is primarily shaped by the centralized influencing of the readers' selection. According to the data of the overwhelming majority of investiga-

tions the motive "recommended by my friends, acquaintances, colleagues ..." stands first in this structure. But this contradiction is only seeming from our point of view. Even if the motive of "recommendation" were the only reason for selecting a work, the supposition that it hides some internal motivation is justified: the group of people with whom we strive to have intercourse day by day corresponds regularly to our actual value orientations, norms and attitudes. This small group appears as only the retranslator of social information, at the same time it gives individual colour to it and rises its effectiveness, too.

It must be added that reference to others' opinions and advices is most often accompanied by the assertion of one's own interest in the literary genre and the subject of the work: "My fried said this is a good adventure story and as for me I like adventure stories."

From the point of view of selecting the reading matter the genre-thematical characteristic of the work is the second most important motive for the majority of readers. If we examine the motives in turning to the most various works /historical novels, dectective stories, science fiction and war novels, the biographies of famous people/, the same two groups i.e. the recommendations and the genre-thematical characteristics of the works remain unchanged despite all the differences of the literary material in any case. There is a definite leading idea in reading which is independent of the characteristics of the original work. As may be seen, it is a rather universal phenomenon, in principle it is characteristic of the reading clientele the way to the selection of the reading matter from the point of view of its genre-thematical characteristics.

In the study "Book and reading in the life of small towns" historical and revolutionary novels, short novels, short stories, works on the Great Patriotic War and detective stories took the lead. These amounted to half of all the books named in the process of study.

What can account for such high concentration of readers' inclinations all the more so since it has not been observed at all so far? It may be supposed that mostly historical novels, books on wars and detective stories correspond to the fixed system of readers' expectation. We shall elucidate this idea.

For many people the cognitive function of literature is of great significance. The relation to artistic reading matter, as a universal sourcebook, promoting the new knowledge of the different sides of life and providing information on the ideological moral etc. problems of the past, the present and the future, is very characteristic. A similar tendency may be observed in the evaluation of books on other subjects as well, but in its entirety it is apparent only in reading historical works where it achieves lasting success.

Interest in books on the Great Patriotic War does not slacken with the passing of years. There are a number of facts which favour this. Some people understand reading matter connected with the war on the basis of their own experiences. Others look for examples incarnating moral power. Others again are absorbed by the sharpness of conflicts, the tension of the plot and the dramatic character of the situation.

The fact that works on war clearly represent the ideological-moral function of Soviet literature serves as a unifying moment. Human mission and

responsibility, heroism and cowardness, faithfulness and treason - the whole artistic literature is devoted to these problems. These are especially clearly emphasized by war fiction since at the front so great stress is laid upon the character and the moral attitudes of men that they are not observable in similar depth in peace.

And finally, the detective story that has been the invincible best-seller for many a generation. In recent years contempt for the whole literary school took root. At the same time the indisputable success of detective stories shows that readers need them. Literature on crimes and the hunt for criminals similarly tackles social problems but the complete problematique is expressed in a highly action-packed form. It requires the solution of logical problems of the reader and involves the imaginary modelling of situations - all this makes detective stories very amusing reading. Therefore it is unwise to wage war on this genre. The task is to divert readers from poor/bad books and to let the best works of adventure literature serve the ideological-aesthetical education of the people.

We must mention two criteria which determine the attitude of the majority of readers towards artistical literature. One is the complex of great patriotic and moral opinions which are represented regularly by literary heroes, thus expressing the ideological mobility and purity of the works. A similar measure of value is the socialist idealism of works of art, their relation to the socialist reality.

Still another requirement may be formulated: the truth, the authenticity of the work: "I like it for it treats real life." This attitude to artistic works has been created by the Soviet way of life and literature which propagates high moral values. Thus, the attention readers give to these sides and genre-thematical features of the works is obvious.

However, also the other side of the problem must be examined: in some cases readers' interest in contents and ideological disposition indicate defective demands and one-sided approach to literature for these readers are unable to understand the work in its ideological-aesthetical complex.

If we regard understanding as the organic unity of thoughts and emotions, we see also that a moment of the reader's relation to books which ought to be considered only too much is expressed most poorly. The majority distinguishes among works on the principle of "like-dislike", motives are either lacking or restricted to general truisms, the repetition of the contents and the summary of the foreword. Besides the shortcomings of the book are analyzed more easily than the values inherent in it.

The evaluating element of understanding: the dependence of the relation to the book on only the subject and action without paying regard to its aesthetical values. A major feature of understanding is often lacking: the mutual connection between the content and the form.

At the same time these general observations do not reveal the characteristics of the reader's understanding and do not account for the regularities of the study of reading in different social strata. Neither the main question can be answered: what are the regularities behind the success of a work? In order to be able to answer a question of this kind it is obviously necessary to look for the deeper social and individual measures of the evaluation of works of art. The connection between individual works and the social needs met by them must be found.

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The system of aesthetical and social criteria necessary for the performance of this task is still very poorly elaborated yet. Inasmuch literary-artistic interest is organically connected not only to the group and individual characteristic of readers but also to the specific features of a group of works /intellectual content, genre-thematical, artistic characteristics/, the classification of interest and literary material must rest on a general methodological basis and examined in its unity.

Starting from the basic functions of artistic literature we may distinguish four units of this type formation of characteristics: 1./ Characteristics of those works which primarily discharge educational informative functions and promote the knowledge of society; 2./ Characteristics of those works which primarily discharge emotional-compensatory functions; 3./ Characteristics of those works which discharge especially aesthetical functions; 4./ Characteristics of those works which discharge the entertaining functions of literature.

The theoretical intricacy of the task is due to the fact that the structure of a work of art is many-sided and cannot be traced back to the above-mentioned units. The complete description of the work of art together with the emphasis on every indicator of the reader type is impossible today. At the same time the generalized approach proposed by us is completely acceptable in connection with the reduction of the reader's understanding and depending on literary experience and the stage of aesthetical development readers lay stress upon different sides of a work through the stereotypy of their own comprehension.

E.g. the readers orientated towards the side promoting the knowledge of society are inclined to see the layers of ideas, "opinions", social situations. They look for aesthetical information on the sides of life unknown to them. /I like books from which I can learn something new, I can form a notion of some people, their customs and way of life./

The readers who appreciate a work because of its emotional-compensatory characteristics they see mainly the source of their emotional experiences in it /"I used to cry terribly while reading"/. The relation to naive-realistic literature may be often found when the reader does not distinguish between the imaginary from the real and regards the characters as living people.

The reader seeking entertainment is characterized by the attention he pays to highly action-packed books, comical and amusing situations.

Only the aesthetically oriented reader can comprehend the work in the complex of its form and contents.

We have discussed only one possible way of the social-psychological classification of readers. Now this is the main and most complicated task with which the everyday needs of library workers are connected.

Until now we have grouped readers above all according to objective demographical and social characteristics, sex, age, educational level, the content and character of work performed, etc. But with the accumulation of our knowledge and the increased complexity of needs this principle cannot satisfy the specialists and practitioners of librarianship /though its advantage is its relative accuracy/.

On the one hand the significance of objective factors is changed. Thus the beneficial effect of school qualification hardly gave rise to scepticism in investigations related to art and belles-lettres. At the same time the above-mentioned data show that this factor is not "almighty" yet. When the characteristics of the content of a work are in question, the differences are significant only in the extreme groups, i.e. those with primary and higher qualifications. In our opinion this is the manifestation of the complicated phenomenon of modernity, the definite independence of cultural groups which can be identified with social strata less and less. The equalization of the material and cultural conditions of life, the increase of general training, the increase of the level of informedness owing to the development of mass media, the knowledge of literature lead to the cultural integration of society. The man with higher qualification loses his previous one-man leading role in artistic life.

On the other hand differentiation of readers on the basis of social-demographical characteristics neglects those actual characteristics of reading and readers' interests which take on an independent meaning in the direction of reading. Many research workers strive to sketch reader types in the light of the content characteristics of reading. In the last analysis the establishment of the typology of the readers of artistic literature will make possible the more effective realization of the aesthetical education of workers as the direct participants of artistic life.

Besides, the present extension and generality of interest in artistic literature progress must manifest itself in the rise of the level of reading culture. This is one of the central tasks of library work which is directly connected with the effectiveness of communist education. What is needed is planified and deliberate work of every institution and ideological front, based on the knowledge of the complicated process of the evolution of readers' interests. In addition to this also professional criticism will play a major part since it is destined for the development of the understanding of artistic values in readers. Today the critic in every country rather registers literary events and primarily speaks to the narrow circle of professionals and élite readers. The reading masses are outside its sphere of influence. Besides, the possibilities of today's critics are limitless, he may work in the cause of reading culture by defining the essence of works of art through the press, the radio or the television.

The library must participate in earnest in the shaping of readers' interests. At present, however, sometimes even the readers' needs are not satisfied.

At the time of the investigation "Book and reading in the life of small towns" more than half of the readers were unable to obtain a work they asked for during the survey. Partly this is due to the fact that the number of certain bestsellers is low. But the refusals of subject requests was also 40-50 percent /according to the subject in question/. This is connected with the fact that many people are unable to look for what they want on their own, i.e. the lack of the librarian's very important advice.

Literary-artistic interest and artistic taste is the personal, individual characteristic of every man. But on the basis of the development of individual tastes the aesthetical tastes of society are accumulated. While we are developing every man's reading culture we are rising the general artistic level of the people at the same time, we are shaping the true aesthetical ideas and opinions as well.

FOGARASSY Miklós - KAMARÁS István

RECEIVING OF A CONTEMPORARY HUNGARIAN SHORT STORY

1. OBJECTIVES AND METHODS OF RESEARCH

The international research carried out by the Centre for Library Science and Methodology examined the chances of short stories written by writers belonging to the best of contemporary Hungarian literature, Ferenc Sánta and István Örkény. Both short stories deal with general human problems, where direct moments of the plot and the real meaning deviate to a certain extent, more so than with the majority of our everyday readings. From among the numerous and only relatively independent factors that determine acceptance the present research has emphasized but a few:

a./ the place of the readers in the social division of labour, b./ their demographic characteristics, c./ their system of values, d./ their cultural behavior, e./ effects of their national linguistic-cultural environment. Since research is still going on /fact-finding abroad and the processing of data in Hungary/, the topic of our present investigation is the short story of Sánta /See Appendix/, and from among factors influencing receiving we deal with the role of social-demographic position only.

The examined persons represented certain strata of the members of libraries as well as professional readers /"literary agents"/ as well, in the following composition:

Sign of the group	Employment	Sex	Age	Qualification	Domicile	Number
A	locksmith, turner	male	40–50	8 classes	Budapest	100
B	locksmith, turner	male	20–30	8 classes	Budapest	50
C	textile worker	female	40–50	8 classes	Budapest	100
D	textile worker	female	20–30	8 classes	Budapest	50
E	agricult. worker	male 50% female 50%	40–50	8 classes	village	80
F	secondary-school student	male 30% female 70%	16–17	10 classes	Budapest	100
G	librarians	male 30% female 70%	35–50	university	towns	50
H	critics	male 80% female 20%	24–40	university	towns	40

2. THE INTERPRETATION OF THE SHORT STORY FOR THE AIMS OF RESEARCH

Our presupposition was that from among the three stories this one will be the most confusing for the reader who expects a literary work to be clear and to have an unambiguous moral and consistency. Sánta's story is namely enigmantic and lacks the explanation of the plot and references to the antecedents and outcomes of the dramatic situation. Moreover, it is the reader himself who has to draw the conclusions and the moral message from the images of the story.

After the introductory part the dramatic situation is unfolded in four units. The meaning is to be unravelled by the reader on two levels - a lexical one /objective-notional sphere as we call it/, and in a series of situational motives which are based on the former. Since the author uses relatively few elements and a form of repetitions and variations in both spheres, the receiving of formal elements also belongs to the complete understanding, thus also its analysis is needed.

The story is of a twofold symmetric inner structure. This is referred to by the twice two persons and the structure of the plot: the two questionings of the two shepherds and the surrounding objects /those of the stepherds' life and the instruments of power/. All fundamental objective-notional motifs appear with a schematic simpleness and a mythical accent.

The author deepens the twofold meaning of the situations, and though it is always the armed men who begin all actions and determine the course of events, the passive role of the shepherds, their silence and stubborn resistance are a very essential factor here.

Thus, behind the aggressive, inhuman main part, the second voice of positive human behaviour that unfolds in the back-ground gets more and more definite, too.

According to our presupposition, the degree of receiving the message of the story can be best measured by the understandings of this polarity, the battle of positive and negative forces.

Another problem was to decide the extent to which the historic situation - not concrete, merely hinted at by the title "Nazis" - gets connected with historic and ideologic notions, how the "unexplained stylization is completed with concrete interpretations?" The author does not say whether the shepherds really hide partisans or not. This question is answered by the readers and groups of readers in different ways. Many readers answered with the stereotypes provided by adventure films and historical novels. Others interpret the short story not as one floating between reality and symbolism, but as some "historical moral" or "parable of the past".

Considering the viewpoints of calculation, we have compiled a stock of key words consisting of 33 units on the basis of the above viewpoints of analysis. The words were selected in order to help selection partly according to the basic textual understanding, partly to the supposed directions of

generalization. From among the words the reader had to choose first 11 considered as most characteristic, the next step was to choose further 3 ones from these. The composition of our key-word list with the connected viewpoints:

a/ o b j e c t i v e - n o t i o n a l s p h e r e /the basic dimensions of the events without any generalization on the level of lexical, syntagmatic understanding/: armed men, old man, little boy, shepherds /characters/, goat, dog, axe truncheon /objects and surrounding/, questioning /basic situation/

b/ t h e m e a n i n g o f t h e s i t u a t i o n /the unfolding of the plot, the background content of actions/: resistance, refusal, secrecy, defencelessness /on the shepherds' part/
inhumanity, suspection, humiliation, terrorization /on the Nazis' part/

c/ m i s i n t e r p r e t a t i o n o f t h e s i t u a t i o n , r e m o t e a s s o c i a t i o n s war, peasant misery, partisans, servitude /historical notions/, goodness /emotional factor/, mopping up, tyranny /concrete interpretations/

d/ t h e t o t a l i t y o f m e a n i n g /the most critical notions that refer to the behaviour of the shepherds/ bravenes, human deportment, heroism /positive notions/ submission, cowardness, subservience /negative notions/

e/ f o r m a t i o n filmic, repetitions, paralells

The interpretation of the short story, however, was not measured with this stock of key words only, opportunity was given to the reader to verbalize himself what the story was about, i.e. what the author's message had been. This textual material - considering the disadvantage of written composition - could be used partly as a control to our key-words, partly as a mirror of spontaneous reactions, i.e. acceptance of the short story.

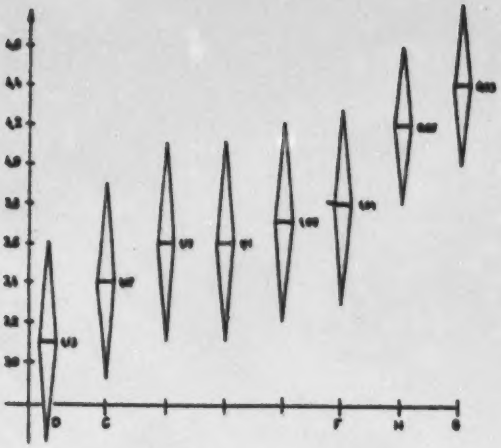
Thus, the acceptance of the short story "Nazis" is a task that requires great mental effort of the average reader, at the same time it is a good opportunity to activate creative abilities and acceptance. This work cannot only be misinterpreted in different ways, it can also be interpreted variously.

3. ACCEPTANCE OF THE SHORT STORY

From among the eight groups the first five contain such strata of readers which meet short stories and modern literature of this kind very seldom. For many of them this was the first occasion to meet such writings. Therefore it is remarkable that neither of the groups did collectively reject Sánta's work.

The different sentences of the statements of approval and disapproval were marked by 5-4-3-2-1, thus the average marks of the groups could be calculated, just like the scatter diagram indicating the intensity of the concurrence of opinions in valuation.

All the groups evaluated the story rather positively than negatively, and it was better evaluated by those with higher qualifications, and from among workers men liked it more. Accordance was the greatest with official literary agents /librarians and critics/ and the smallest with young workers and workingmen. Beside the determinative role of the place, occupied in the social division of labour, we can feel also the effects of both age and sex.

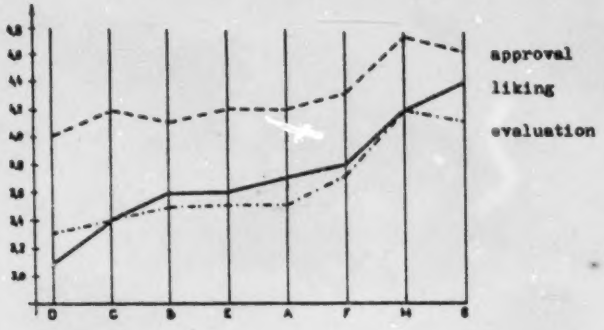


A elder workers
B young workmen
C elder workingwomen
D young workingwomen
E elder peasants
F secondary-school students
G librarians
H critics

Fig. 1

The most common among explanations of approval and disapproval was the message-centred. In these certain moments of the author's message come up, i.e. the interpretation of the work./e.g."Because it described the struggle between the violence of power and the simple people"/. Similar in number are the explanations stressing accordance or the opposite, the instructive character of the message and the truth of the story. The second group reasoned by approval or disapproval of the way of formation, those who mentioned the emotional effect were less in number. Between message-centred and emotional explanations there are intermediate ones mentioning the characters in the story. In this case the readers were connected with the message by their likes and dislikes of the characters personifying the author's message. A transition between message-centred explanations and those that mentioned the way of formation is the group of a few who explained their approval with intelligibility. Also in this respect the most deviating groups is that of the critics, where the ratio of explanations referring to the message and the way of formation is reverse. The important role of the truthfulness of the story is remarkable with elder workingwomen, similarly remarkable is the rather low number of explanations referring to the method of artistic formation in the case of both groups of workingwomen, and the surprisingly great proportion of the emotional effect in both professional reader groups. This latter fact is especially striking, at the same time easy to understand, if we consider that explanations "I was shocked" or "It was upsetting", which indicate a cathartic effect, too, only occur in case the message was solved and we may assume that this happened most frequently in the two groups of professional readers.

The role of the two factors most strongly determining approval and disapproval was analyzed also by asking the questions "Do you agree with the author's message" and "What literary value do you attribute to this short story". Both questions had to be answered by underlining the answers convertible into five marks, and also these answers had to be explained. The following diagram contains the average marks of approval, aesthetic evaluation and accordance with the message for the eight groups.



A elder workers
B young workmen
C elder workingwomen
D young workingwomen
E elder peasants
F secondary-school students
G librarians
H critics

Fig. 2

Accordance with the message was fairly great in all the groups, this presumably contributed to the fact that the short story was accepted by the majority. On the basis of the average marks given by the eight groups the differences are minimal in respect to accordance with the message, and they are maximum in approval, this refers to the fact that beside the two factors, approval is influenced by others as well. Opinions mostly differ in case of approval, and less in the case of literary evaluation.

On the basis of the acceptance of the short story "Nazis" first of all the two professional reader groups can be divided off, the behaviour of the group of young workingwomen was rather special, but also the groups of otherwise similar behaviour differ in some aspects at least.

4. INTERPRETATIONS

What is it, after all, that has captured them, what do they reject, what do they agree with, and to what texts do they react in the way mentioned above? This survey was doubtlessly the most exciting and, at the same time, the most complicated task of our investigation.

As mentioned above, the first task in connection with interpretation was to describe the "message" of the short story. The textual material of 5-15 lines given as an answer was analyzed from different points of view. Since the story provides a rather concrete, objective series of events, their meaning, however, can be unfolded by abstraction and generalization; the notions of the material in the readers' descriptions were divided into objective and ideal groups. The material of objective notions /the scence of the plot on the two sides of the characters/ is divided into two, the generalization with a moral sense is also two-directional and ethically sharpened, the story represents the oppressive, double-meaning vibration of the two. The material was divided into the following groups: objective /T/ and ideal /I/ as well as ideal-objective between the two /IO/, this latter containing certain historical generalizations /e.g. fascism, war, poor peasantry, etc./. The two latter groups can be placed in a positive-negative scale of moral values, and can also be modelled. The ideal type of the model will be the definition that to the question "What was the story about" gives a sign of the event that had been told /T/ and its generalized meaning alike /I, IO/ and as regards moral instruction, speaks about the tension of the human good /G/ and bad /b/.

The most concrete definitions were given by the groups of elder peasants and young workingwomen. These groups provided 35 and 30 percent of our relevant notional material. Naturally the experts are the most responsive to the message and general moral; their description contain only 5 percent of concrete elements. Ideal notions - the results of the readers' spontaneous activity - form the highest percentage in the groups of professionals /critics, librarians/ and in that of young workers.

For the matter the association of ideal-objective categories - mostly historical and social - is also characteristic of the choice of the groups: elder peasants and young male workers connect the plot with the same learned or head notions just like the students, probably under the influence of their recent studies.

The positive and negative ideal notions have 5 formations of possibility: exclusively J, exclusively E, G = E, G > E, E < G. It is the young age groups that evaluated the events most gloomily, i.e. in their negative aspect, none of the young workers' description thought the story "Nazis" ended on a positive or rather positive note. The answers of secondary-school students are almost the same in this respect. Thus, it seems that the positive or negative note of the story is less dependent on the reader's position in the social division of labour than on age and experience. /Beside the demand of the young people for unanimity and romantic heroism, the value of the behaviour model of "passive resistance" is not observable./

One of the most interesting lessons of the choice from 33 key words was that irrespective of sociodemographic position 6 words got almost the same number of votes from various groups: defencelessness, humiliation, inhumanity, terror, armed men and little boy. The first four notions deserve separate analysis since the latter simply fix the plot. It refers to the relevant interpretation of the story that with the exception of peasant readers defencelessness ranked first in all the groups. This fact is remarkable because the word refers to the positive characters of the story and by this word expressing suffering the readers manifest their sympathy. It was chosen mostly by students, librarians and critics.

The next three key words in fact form one group /humiliation, terror, inhumanity / and refer to the interpretation of the situation on the part of the armed men. If we consider these words as the synonyms of the same thing /the actions of the armed/, the results of the analysis good-bad are seen again, the short story was experienced by the readers as the presentation of Evil.

If the eight groups are compared on the basis of the most frequent ten words, we can find and register characteristic differences. In the two professional groups the following two words referring to form can be found: repetition and filmic. The appearance of two key words of the type "misinterpretation" is remarkable, i.e. obedience and subservience in a particularly pejorative sense. In groups A, C, D, E /with the exception of young male workers/ they appear among the most important keywords, professional readers attach less importance to them. On the basis of the comparison of the order of sequence of the most frequent 10 words given the highest average mark, it is first of all two professional reader strata that can be separated from each other. The other two similar groups were those of elder peasants and workingwomen, relatively, separated from all the other groups was also that of elder workers.

It would be too rash to draw any conclusions before the completion of the processing works, in particular if only the effect of sociodemographic position from among the factors was analyzed and in the case of only one of the three test stories. Nevertheless trusting that our results so far point in the direction of the whole aimed at, some conclusions can be advanced:

1/ We hope to have succeeded in proving that the everyday word "approval" simplifies the complex receiving mechanism only two factors of which we have stressed /aesthetic evaluation and accordance with the authors message/. Furthermore we hope it is clear from the above that the acceptance of a literary work does not tell much about its receiving even if it is approached from the basis of such a notion of approval, i.e. approval without interpretation.

2/ Even in the case of one story we hope to have illustrated the importance of belonging to a group either chosen /position in the division of labour/ or determined /sex, age and social position of the parents/, i.e. sociodemographic position in both acceptance and interpretation of a literary work. At the same time, by uncovering scattering hidden by average marks we have also showed that there was still ample space for other explanatory factors, too.

3/ Recommendation of books and reader instruction belong to the librarians' activities and the role of recommendation is based on their role as readers. We could have seen that the distance between librarians and the different groups was not the same in all the cases. Librarians are inclined to use the notions of the "reader" or "worker reader", however, the librarian's "reader receiver" operates similarly in the case of certain strata of workers and dissimilarly in the case of others. Thorough self-knowledge is not enough to make this conscious, thorough knowledge of readers is necessary, too.

4/ The strength of connection between approval and interpretation as well as the presence of the "outer world" /i.e. how historical context can increase the chances of modern prose/ can be proved by the results of a former investigation. The acceptance of this short story, more exactly a version of it, was investigated among worker library readers. The alteration meant the ommission of one word only, the title. The average mark of approval was 2.0 then and the proportion of refusals 39 percent. In the present investigation a complete short story was read by four groups of workers,

the average mark of approval was between 3,1 - 3,7 and the percentage of refusals 21-25-25-37 percent only. The change followed from the author's message suggested by the title as well as the joining-in of historical experiences and information evoked by the title. Reason got a fixed point and imagination could "dress up" abstract characters and consequently readers could take a firmer stand in the struggle between Good and Evil, fascism ahd humanism.

ADDITIONAL STATEMENT

Kamarás István

The investigation mentioned in my paper connects two researches: one dealing with the workers' education, the other is a taste-test. We were in fact investigating the reception of sophisticated modern works. In each case modern literature, and the attitude towards it, proved to be the real water-shed between readers. This research is of international character: the archievements were made possible by the help of Soviet, Bulgarian and Polish colleagues. Besides the common research work provides a lot of methodological experiences, too.

There is a division of work among reading research, literary sociology and art sociology. In the library-sociological and socio-psychological investigation we could not be irrespective of the author's or the work itself. And at this question I call upon my literary colleagues to speak; the paper is presented by the two of us.

Fogarassy Miklós

The content and the massage of works surveyed are generally considered as constant and determinable factors. We were trying to detect the immediate effects as emerging at the moment of reception. The massage of the tested short story itself develops in a contradictory system of relations, its understanding and reception require a relatively high level of intellectual activity and abstracting power. This activity was surveyed by a two-fold method. We put the question: "What is this short story all about?" For helping the answer, we gave, like a web stretched under some acrobat, the system of clue words, and, besides, we created the possibility for a free and informal definition of the information.

The text analysis was made in various sections and dimensions, and later on we intend to complete them with further surveys. Possibly we shall gain further valuable data about the motivation of reception.

DISCUSSION

Leader of discussion: DOBRYNINA, Natalia

DOBRYNINA, Natalia E.

Introducing a discussion, let me have some remarks. Classification of pieces of fiction is, if possible, more difficult than is the case of popular scientific works, the methodological uncertainty being much greater. We ought to agree in the exact definitions of the terms we use. The dialectics of the relation between the reader and the work read ought also to deal with we must define the concepts of attitude and mentality.

The extensive phase of surveys has come to an end; at present it is the sociological components of reading that must be dealt with. We must get to know the effect of the surroundings, the family and the school. The significance of interpersonal relations must be weighed, too. The Bulgarian statement makes clear that people having received intermediate education read more keenly than graduate people. Is it possible, that education affects reading but up to a certain level? The connection between the ever growing leisure time and reading must not be neglected, either. At the same time, we ought to find exact instruments to find out the "favourite" writers. There are people who, when confronted with that question, answer in stereotypes, mentioning names wich are good manners to know or to like, or perhaps they give that work which they read last. We ought to find out, furthermore, those effects, which are exercised the national feelings by active reading of fiction. Finally, the connection between the reception and the verbal valuation of literary works must be explored, too.

KAMARÁS István

A question to colleague Mitov: Have you got any data about the literary taste of people belonging to various social layers, expressed at a rate per cent? Another question: How did you interpret the genres? That is, what is the difference between reading novels, stories or tales?

My question to colleague Stelmakh concerns the interest towards reality. As for myself, I am not much afraid of the phenomenon when reading means the turning away from reality; after all, it might mean claim for changing the reality. Stelmakh made hints at certain wrong books. I wonder whether we could join forces in the battle against books of low standard.

My colleague Siekierski, having enrolled the motives for reading fiction, mentioned a claim for gaining knowledge and for aquaintance with various forms of behaviour. What values has he experienced besides these? How can he fit into his system the following: enjoyment, relaxation, pleasure, amusement, and the reader's attitude towards these? Has he dealt with the further possibilities for the typifying of behaviour models? Where does he put in his system those who read fiction with the claim of finding an answer to the question: "How am I to live?"

FRÖHLICH, Lothar

I should like to know from colleagues Kamarás and Fogarassy if their research results could be used in library practice. How do they work together with other partners? After all, investigation of the effects of literature is equally interesting for both educators and psychologists. I agree with István Kamarás in the utter importance of the function attributed to fiction. Besides its teaching and educating role as medium for giving ideals, its entertaining function is equally important. The aesthetic qualities of literature reflect those of the reality.

SZENTIRMAI László

If we accept the manyfold character of literature in its effects and functions, then let me ask my Hungarian colleagues whether they found or not any kind of escape effect in their research.

WALIGORA, Johanna

It is clear from Stelmakh's work that the connection between the contents of reading and the reader must be found. The question of the typifying of readers is of utmost importance; and this regards not only to fiction readers but to readers of popular scientific and technical literature as well. Border cases may not be neglected, either. A clarification of the question is important because we would like to make use of our knowledge when suggesting books to the readers.

NAGY Attila

I direct my question to colleague Siekierski: Having spoken of the function of the TV and the wireless, he defined TV as a mass medium conveying sets of information. What is his opinion on programmes like the "Great Battles"? The series is about the battles fought in the 2nd World War; it shows original documents and the comments of the survivors. One may say, the series made a cathersis effects; the effect itself being stronger than that of feature films, due just to its document value.

"Books are means of the strongest effect". This definition also needs some clarification, science there are some all too not insignificant social layers on which the TV and the wireless have much greater impact.

As for questions concerning terminology, I suggest that everybody should make clear the terms used in his or her survey.

COCHINESCU, Ilie

In Sartre's opinion, publishing a book in a socialist country, unlike to capitalist countries, means in itself suggestion of the same book. Contrary to this, researchers have to have some method for qualifying a book good or bad. Which method should it be? In a book's success an important role is played by the reviews and the public's literary taste.

MITOV, Zdravko

Establishing the value of literary works is no doubt delicate problem. To avoid subjectivism, one has to recline on literary critiques, but, as often happens, critiques lag behind the pace of publishing, or do not contain indeed valuable sentences, instead of this linger on the level of reviews, and what is more they sometimes neglect certain books, first of all those of young authors.

DOBRYNINA, Natalia E.

Sartre is a bit too optimistic in judging socialist book publishing. Unfortunately, there are many writers who increase the category of "wrong" books. These writers do not start from social needs, they write insincerely; they observe the initial stage of the readers' interest, and they are trading upon it.

The Bulgarian colleague is right in demanding objective criteria for book valuation.

Literary criticism also has its numerous subjective factors, strengthened by the equally subjective readers' and sociologists' taste.

The most objective factor, it seems, is time itself, but it is hard to use it because of its long range process. Contents analyses of literary works, or analyses of their message can be of some help.

SIEKIERSKI, Stanislaw

Another difficulty in evaluating works is caused by the differing g terms used by scholars and amateur readers. Their observations also differ. We ought to abandon the so far used categories and find another hierarchy of values, now fit for defining the values of books, and the value claims to be demanded. Readers react upon a given book according to their group position.

As for the TV's role: TV can give such values which cannot be ensured by books, yet it does not mean a more essential effect to be attributed to the former. Results of descriptive experiments differ from those of theoretical ones.

MITOV, Zdravko

I have got charts containing the appropriate data; I shall place them at colleague Kamarás's disposal. The terms of novel, story and tale may be clarified by a common terminology.

KAMARÁS István

Colleague Dobrynina has helped me to answer comrade Cochinescu's question. We took these factors into consideration, since the control group of our international survey consists of reviewers. We do not forget, either, that the sociologist's taste has a role even when analyzing data.

Answering to colleague Fröhlich, I may say that results of the survey of reception can very well be utilized by the theory of literature, pedagogy, and perhaps even by mass media.

Our research team consists of sociologists, psychologists, reviewers, literary men. The role played by literary advisers is equally important. There are aestheticians, literary sociologists, art sociologists, marketing experts and socio-psychologists among the fellows of our research team. We co-operate with our partners in a pleasant, discussing atmosphere.

DOBRYNINA, Natalia E.

As stated by several of us, the literary work has got three basic functions, namely, the cognitive, the ideological-ethical and the aesthetical functions. From a methodological point of view, a sharp distinction would be disadvantageous. The aesthetical function permeates the rest. This however is very hard to gauge. The co-operative research of Bulgarian, Polish, Soviet and Hungarian experts offers a helping hand in clearing up the problem. However, a question arises: What role does the language play in the reception of a literary work? The aesthetical effect of the text in the case of a native language group highly differs from that of a foreign language group. Translations, especially rough translations, though reflecting some aesthetic value, limit the possibility of reception. I think, a similar common research will help in finding the best methods ensuring a reception through various languages but at the same level.

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RECOMMENDATIONS

The conference stated that socialist library policy long-range planning and development, methodological guidance and library practice alike could utilize the results of research into reading and library use done by library research institutes, moreover also the different institutions and organizations of cultural policy and the dissemination of reading /school, publishing, mass communications etc./ could rely on them.

1. The participants of the conference consider it important to make the exchange of information more regular, to extend it over research plans, aids and even studies containing partial results as far as possible.

2. It is desirable to elaborate a factual, informative study of the research institutes of reading, their major results and perspectives in every socialist country before the end of 1975. The studies presenting the reading research done in socialist countries could be published in a collection of one of these countries undertook publishing but they could be published also in the journal of IFLA starting in 1975, other international journals as well as the library journals of socialist countries.

3. The participants of the conference recommend parallel investigations by mutual, identical methods of the same subject in the following fields:

a/ The reception of literary works

There is a possibility to join the present Bulgarian - Polish - Hungarian-Soviet investigation of the reception of short stories.

A well-known work of world literature translated into every language could be investigated in this way.

The secret of the success of the most popular literary works of the 70s and the characteristics of their reception could be investigated.

b/ Research into children's reading

By way of preliminary agreement the popularity and reception of some children's books known the world over could be studied intensively.

E.g. Robinson Crusoe by Defoe
Winnie the Pooh by Milne
Timur and his group by Gaydar
The little prince by Saint-Exupery
as well as classical tales

c/ It would be important to investigate the library profession from the sociological and psychological points of view: the exploration of the motivational system of librarians, the choice of profession, the knowledge of the subjective components of the transmission of culture.

d/ It would be interesting and useful to analyze historical novels most popular among teenagers, to study their effects. The aim of investigations carried on in individual countries independently and concomitantly - on the basis of some harmonized important viewpoints - is to gather information on such works that may play a vital role in becoming a reader and the formation of the view of history alike. On the basis of the juxtaposed studies the ana-

lytical examination of common traits and national specialities would be possible.

e/ The sociological research into the professional literature demands of various social-occupational strata would render library work extremely effective.

f/ The longitudinal sociological-monographic study of the libraries and their social environments of similar settlements would be novel and rich in interesting experiences.

g/ Studies of the reception of works of fiction and their film versions would yield results useful at the national and international level alike.

4. In the more sucessful implementation of further research, the more effective utilization of their conclusions, the development of socialist cooperation and in the interest of the comparability of results and methods of research the first indispensable step is to pay more attention to the use of terminology on the part of the research workers. It would be the precondition for the later possible coordination of terminology that the research workers always define concepts used by the research question.

5. The participants of the conference should urge their superior authorities to organize the work-conference of libraries engaged in reading research in social countries regularly: the next ought to be held in 1976 or 1977 when the questions of the unification of terminology, reading by children under 14 as well as mutual researches started on the basis of these recommendations could be on the agenda.

6. The conference considers it desirable to publish the results of the conference. With this end in view Natalya Dobrinina, Jadwiga Kołoziejska and Johanna Waligora were entrusted with the editorial tasks. The conference acknowledges the readiness of the host country to undertake technical and typographical preparations and István Kamarás was designated as the secretary of the editorial committee.

Budapest, October 17, 1974.